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ABSTRACT

Changes in the role of the community college, coupled with the need for improved community human services and the war on poverty, lead to a need for human services career programs. The fields covered are social services, health, and education, and the programs are occupational and professional in nature. Prospective students are identified as recent high school graduates and new and second "careerists." The characteristics of each group are reviewed. Views of students in human services programs are reported. As realistic responses to the needs of local communities, examples are given showing the range of programs presently in operation in public and private community colleges. Key considerations in launching a career program are offered, including the nature and selection of a curriculum model, faculty assignments, and field experiences. The development of self-awareness and interpersonal skills is stressed. Suggestions are made for the future of the programs. (Author/CA)

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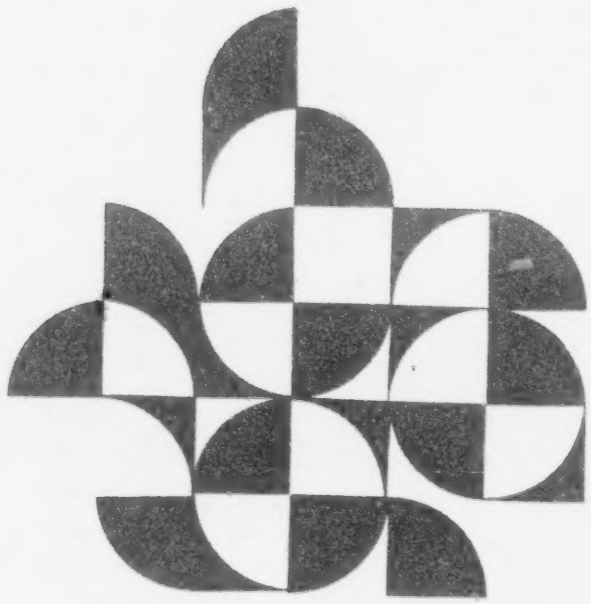
Human Services Career Programs

AND THE COMMUNITY COLLEGE



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UNIVERSITY OF CALIF.
LOS ANGELES
SEP 2 1971
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

BY JOAN W. SWIFT
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AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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FOREWORD

Today, trends in the nation point to increasing employment opportunities in occupations related to the delivery of human services. The bulk of the personnel to fill these people-serving occupations most likely will receive training in the nation's community colleges, whose responsibility it is to provide meaningful preparation.

Dr. Joan Swift, using as a foundation her years of experience in program development, presents the issues and the challenges of offering human services programs. Prospective students are identified as recent high school graduates, "new careerists," and "second careerists." The characteristics of each group are reviewed. In one section, the views of students in human services programs are extensively reported.

The publication analyzes the process of selecting a program area. A number of programs presently in operation in both public and private community colleges are given as planning aids. These programs represent a range of realistic responses to the needs of local communities.

Key considerations in launching a career program in human services are given in a chapter prepared by Herbert C. Kalk, whose decision-making experiences in the administrative aspects of human services career programs make him an authority. The prospects for the future are suggested in a summary of manpower projections.

Much of the publication is based on the proceedings at workshops which were held in Chicago, Philadelphia, and Los Angeles by the American Association of Junior Colleges. In addition to college administrators, faculty, and employers, students and graduates of human services programs contributed valuable insights at these meetings. Furthermore, a group of persons involved in the operation of programs gave valuable advisory assistance. AAJC is indebted to the many persons who participated in bringing this publication to fruition.

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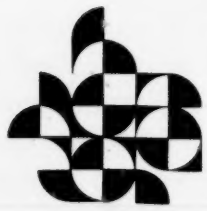


I

THE HUMAN SERVICES

A new kind of program is being developed in community colleges across the country. Its graduates go by a variety of titles but whether they are called "social service aides," "community services technicians," "child care workers," "educational assistants," or "human services associates," the programs from which they come have certain features in common which set them apart from the more traditional junior college curricula. These programs are requiring of the junior college a new perspective, new structures, new staffing, and a new and important relationship with the community outside the college walls. They are attracting a new group of students to the college, students who bring with them special talents and special educational needs, as well as meeting the needs of old students in new ways.

In the present publication we have chosen to refer to these programs broadly as human services career programs, emphasizing by this designation their two most characteristic elements: human services and career centeredness.

The term "human services" is one which is being used more and more both by educators and by manpower personnel in relation to a broad spectrum of professional activities in the fields of social service, education, and health. Because it is such a comprehensive term, it lends itself to a wide variety of interpretations and covers a broad range of programs. It does not limit consideration to a single professional field, nor predetermine the form that a given program shall take. It does, however, highlight the fact that the common denominator in all these programs is service to human beings, with the implication that this is a service performed in a person-to-person relationship.

In our discussion here, we shall be taking advantage of the ambiguity of the term "human services" to set our own limitations. We shall be discussing programs which relate generally to the fields of social service, education, and direct care of individuals in non-medical roles. Although no sharp line divides the health professions from those we have accepted as "human services," for the purpose of our discussion we shall limit ourselves to programs that relate primarily to the behavioral sciences and related professions, rather than the biological sciences and the medical profession.

While these programs are designed to provide the training appropriate for immediate employment in a human services occupation they are also designed to provide the foundation for a long-term career in a professional field. They are at once *occupational* and *professional*. They are occupational in the sense that they provide the student with the specific body of formalized knowledge and practical skills that are necessary to obtaining a position and functioning effectively in a particular occupation or job. They are professional in that the material covered in the program provides two of the four (or in some cases five) years of college coursework required for a professional degree in a given field. The student completing two years has the option of continuing for a four-year degree or putting his education to immediate use, with the further option of continuing his professional education at a later time with little loss of credit. The dual nature of these programs makes them particularly valuable to certain student groups.

The growth of these new programs is the result of a number of factors which have come together at this time requiring us to look more closely at our traditional approaches to education. These include: the expansion of the junior or community college movement, particularly in the vocational/technical fields; and the war on poverty, with its emphasis on employment of indigenous workers to serve in poverty areas, and the recognition that treating the symptoms of poverty is not enough. There is a need to change the opportunities available to the poor to help themselves, and education must assume a major role in the endeavor. They include also the recognition that the work of the professional can be expanded by using persons with less than full professional training, either as assistants or as auxiliaries, to assume certain responsibilities which hitherto have been carried exclusively by the professional. Perhaps most important of all has been the recognition of the overwhelming extent to which needs go unmet, and a recognition of the fact that unless these needs are satisfied in all areas of our society, the whole country is weakened.

CHANGES IN THE ROLE OF THE COMMUNITY COLLEGE

Without trying to recapitulate here all the factors that lie behind the tremendous expansion in the community college movement (it has been estimated that a new college is established each week) it is sufficient to acknowledge that this expansion is taking place. While 678 community colleges existed in 1960, 1,091 were counted in 1970. The consequences of this expansion and the way in which it is taking place are important here, however. Community colleges, particularly public ones, are being developed in communities where colleges did not exist before. College has suddenly become more accessible to the community: not only more accessible physically, but more accessible in terms of the educational programs it offers, in its willingness to accept persons with a variety of educational and cultural backgrounds, and in the services it is willing to provide.

The role of the community college itself has changed. From its traditional responsibility of providing the first two years of a liberal arts or pre-vocational education to students drawn basically from the same population as the senior colleges, the community college has developed and expanded into new areas. The change in designation from "junior" to "community" college reflects this evolution. The community college has as its principal function meeting the educational needs of the community it serves through a variety of programs and methods appropriate to that community.

In turning toward the community it serves for its curriculum and program development and away from the baccalaureate degree orientation of the university, the community college has put a large amount of its investment into vocational/technical education. These programs are designed to provide the student with a marketable skill at the end of his training, whether he takes a short-term certificate program or a two-year associate degree. New opportunities have been made available to the person who cannot or does not wish to spend four years in attaining a general liberal arts education but wants to train for a specific occupation now. Community colleges, therefore, are actively seeking new areas of career-oriented training which can be offered appropriately at the junior college level.

Not only new programs but new types of students are being actively sought. Adults with little or no college education represent a part of the community which has not previously been provided a ready opportunity for personal growth either educationally or vocationally. With the ever-increasing trend toward automation and away from jobs that require little formal education, this segment of the population has begun to feel the

effects of its educational deficiencies. Minority groups for whom higher education has been available only on a limited basis, and who have in many cases suffered from inferior academic training during their school years, are particularly vulnerable. In the past many doors to desired occupations have been closed to those without educational and economic assets. These groups have a backlog of untapped interest and motivation which, though previously frustrated, is an asset upon which the community college can capitalize, given programs appropriate to the needs and capabilities of these students.

As the community college becomes more concerned with meeting needs and providing service to its constituents, changes are occurring in the way in which the college is delivering its services to the community. Evening classes, Saturday classes, or "weekend colleges" have opened up, and off-campus courses are being made available to the community. All of these factors have been important in shaping the trend toward the development of human services programs in the community college.

Other factors outside the community college movement have been influential in stimulating interest in the development of human services career programs. Among these are social and economic conditions in our society, which have brought to our attention the need for new and better ways of meeting human needs. There is a tendency to attribute the development of human services programs to the war on poverty, with its spotlight on the need to take concentrated action against the conditions and effects of poverty, and to involve the poor in solving the problems of the poor. Even before the poverty programs were developed, however, there had been pressure towards more effective delivery of services to people in need.

NEED FOR IMPROVED HUMAN SERVICES

Those in the field of social work have been particularly aware of the failure of services to meet the needs of our people. Shortages of professionally trained personnel, estimated to run into the hundred thousands if all needed services were to be provided, coupled with inefficient use of manpower presently available, have been identified as major factors in this failure. Along with programs aimed at recruitment, education, and retention of persons with the qualities and competencies required for professional social work, the need to redefine the tasks and competencies required to deliver services effectively has been recognized as a necessary first step for more appropriate use of these professionals. The development of several

categories of technical and auxiliary personnel, with levels of education ranging from high school through the two-year college to the baccalaureate degree has been recommended.[1] The Council on Social Work Education has begun the process of formal job description by extending its standard setting and accrediting functions to undergraduate programs in social work. While accreditation is limited to baccalaureate programs at the present time, the council's recent publication, *The Community Services Technician—Guide for Associate Degree Programs in the Community and Social Services* attests to the profession's recognition of the associate degree as a legitimate step in professional education.

While there is still a wide gap between the statements concerning what social work as a profession should be doing to redefine its role in preparing for new types of professionals, and what agencies are in fact doing, the recognition of the need is there and the educational models are developing.

In other fields the pressure for new programs in human services careers has come from a need felt by professionals for upgrading the quality of service to individuals through offering appropriate training for those providing the service. This has been particularly true in the fields of child care and mental health, where personnel providing the direct care to the client have often been hired with little or no concern given their educational background beyond, perhaps, the requirement of a high school diploma. It is ironic that treatment centers employing highly skilled and highly paid professional staff—psychiatrists, physicians, and professional social workers—often employ persons without special education or training to provide the treatment that is prescribed by the professional. The treatment, often dependent upon complex psychosocial interaction in a therapeutic milieu, is provided by persons whose understanding of the psychological factors involved has never been extended through formal training. The recognition of this inconsistency has resulted in requests to community college personnel to develop appropriate training programs both for those already employed in the field and for those preparing for such work. Many community colleges are attempting to meet this request.

NEW CAREERS MOVEMENT

The war on poverty, however, with its delineation of clear-cut areas of need, its spotlighting of programs to offset the effects of poverty and neglect,

[1] U. S. Department of Health, Education, and Welfare. *Closing the Gap in Social Work Manpower,* 1965; NASW. *Utilization of Personnel in Social Work,* 1963.

and its emphasis upon community involvement and self-determination, has made perhaps the biggest impact on the development of human services career programs. While the professions as a whole gave lip service to the need to restructure their service delivery systems and to improve the services provided by nonprofessionals, the programs developed under the Office of Economic Opportunity, the New Careers program, and others of this nature, put these principles into action. Little time was spent on deliberation over whether one should or should not allow certain professional roles to be taken over by persons with less than professional training. Not only were nonprofessionals doing jobs previously reserved for professionals, in some cases they were able to perform certain aspects of these jobs more effectively than professionals had.

The New Careers movement represents the point at which the war on poverty has most effectively communicated with the educational establishment. While the term "New Careers" was used originally to refer specifically to programs funded under the Scheuer Amendment—that is, the official New Careers programs—the term has come to have a much broader application and to refer to certain program characteristics rather than to funding source. Characteristic of such programs are (1) the hiring of persons who have no previous experience or training for entry-level positions, (2) provision for training and job advancement provided by the employer on an in-service or released-time basis, and (3) an explicit career ladder providing for advancement from entry-level positions through the personnel hierarchy of the agency or institution.

A number of specific programs have incorporated these points into their career development plans and have engaged educational institutions at all levels to provide schooling. Head Start, Model Cities, and many of the federally funded programs involving teacher aides provide for career advancement in this way. By developing educational programs that parallel positions defined as part of a realistic career development, the two-year college degree, incorporating pre-professional or vocational training as well as general education, offers a natural half-way point between high school diploma and baccalaureate degree.

II

THE COMMUNITY TO BE SERVED

In the previous chapter some of the characteristics of courses we have termed human services career programs were outlined and a number of forces that lie behind a growing interest in their development in community colleges were described. Chapters II-IV will explore some of the issues and implications involved in developing such programs in a given community college. Despite the many indications that the factors described above will continue to be operative in the future, it is important to remember that at this point in time each new program is, in a sense, a pioneering venture, requiring more of its proponents than the relatively simple tasks associated with curriculum development in more established vocational programs, like selection of courses that will provide students with preparation appropriate to a set of predefined job opportunities. Acceptance of the role in the professions to which these programs are related is still to be achieved, despite the many forces working in this direction. The definition of these roles themselves in terms of job function still needs to be established. Human services career programs are too new, too closely linked (in some cases with federally funded New Careers programs) with the uncertainties which such connection implies, to justify their immediate universal adoption. Therefore, despite the widespread interest in and support for the concepts underlying the development of human services career programs in community colleges, in general, the decision of a specific college to undertake such a program should be made carefully and with a number of specific considerations in mind.

Among these considerations are two major areas of concern. First is the appropriateness of the program to the community served by the college. Is there, in fact, a need for such a program? Would students be attracted to it? Would there be jobs for graduates of the program?

Second, the requirements of such a program must be considered. To what extent is the college able to make the necessary changes in curriculum, faculty selection, and admission policies, and to meet the need for the new services, facilities, and equipment that may be required?

The answers to these questions depend, in turn, on the answer to another open-ended question: What is the nature of the particular career program under consideration? Even within the definition of "human services career programs" outlined in the previous chapter, program possibilities are quite broad and existing programs differ in a variety of ways. There is no single model which has been universally accepted as the prototype for a human services program. These programs are too new, and their structures too closely related to the local community in which they have developed, to conform to a single pattern. In Chapter VI, a number of models are presented to demonstrate the range and variety of existing programs.

A review of these and other programs across the country indicates that in general, programs in human services differ along two related dimensions: the degree to which the courses are specifically vocational (or professional) in nature, and the degree of specialization they emphasize within a professional field.

The college administrator concerned with the feasibility of developing a new program must consider these factors in terms of his community's needs and resources, along with those concerning appropriateness to the community and the college's ability to implement the program. In this chapter we shall attempt to provide some general guidelines to help the administrator focus on these issues in terms of his own situation.

As we have indicated above, a major consideration in the development of any new program in a community college is the appropriateness of that program to the particular community served. This statement itself raises a question which should be answered before further discussion of specific programs is undertaken. How has the college defined "the community it serves"?

The term "community" is a broad and often ambiguous one. It is used to refer to a variety of social and geographic areas as well as to a variety of groups within a given area. While in general the community college is thought of as relating to a given geographic area, even within the boundaries of such an area a number of "communities" exist. Some of these will be smaller geographic subdivisions, neighborhoods, for example; some of these will reflect social, economic, or ethnic population subgroups. In deciding whether a program is appropriate to its community, the college must define and identify the group, area, or population it considers its community.

This question is, in turn, closely linked to the much larger question of the college's perception of its total function or role in the community. Anyone familiar with a number of community colleges knows how differently each may see its constituency in terms of its own role. The college

that sees itself as providing the first two years of a baccalaureate education will view its constituency as those individuals in its geographically defined community who have the capability of completing a four-year college education. This will be reflected in the college's recruitment program, in its selection of curricula, and in its sampling of community opinion regarding new programs. It will certainly be reflected in decisions concerning what is an "appropriate" new program.

The college that sees its role as providing education primarily for those who would not otherwise be attending college, for economic, social, or academic reasons, will look upon those in its community who are not already college-bound as its major constituency. This orientation will be reflected in a similar slanting of selection criteria, curriculum offerings, and community spokesmen.

The fact that colleges differ with respect to the role they see themselves playing is not important in itself. No college, however dedicated to the concept of providing for the educational needs of all the members of its most broadly defined community can, in fact, be all things to all people. Decisions regarding priorities must always be made, if only on the basis of the very realistic limitations imposed by budget. Each college must select from the many roles possible the one which it can realistically sustain and carry out. What *is* important, however, is that the college, in defining its role and setting its priorities, does so on the basis of an objective and realistic assessment of the needs of all segments of the community which it purports to serve, and does not unconsciously overlook the needs of certain groups because the individuals making up these groups have not traditionally been viewed as "college material." Where the definition of a given college's role is one which has been accepted as a matter of policy and conscious decision, there can be no complaint regarding the limitations this interpretation of the community to be served imposes. If, on the other hand, this identification of its role is not based on explicitly stated objectives or conscious planning, but is perhaps a relic of an earlier educational philosophy or the remnant of a model appropriate to another time and place, consideration should be given to defining the role the college should be playing today, in its specific location and period in history. It is the unconscious assumption that a given segment of the community is, in fact, the total community which ought to be served that may lead the college to be unresponsive to the needs of certain groups.

The college which takes seriously its role as a comprehensive community college, and sees its function as attempting to meet the educational needs of all the members of its geographically defined constituency, will seek to become fully acquainted with all the components that make up this community.

Old prejudices or traditions regarding who is and who is not "college material" need to be discarded. A fresh view should be adopted which assumes all community residents are potential "community college material," until such time as their educational needs have been identified as belonging to another part of the educational system. Thus, a program that was not appropriate to the traditionally college-bound student may be particularly appropriate for those whom traditional college programs have not attracted, or have not retained.

STUDENTS IN HUMAN SERVICES CAREER PROGRAMS

While each community has its own particular composition, needs, and characteristics against which any generalizations that are made must be tested, experience with human services programs generally has shown that there are certain major groups from which the student bodies of these programs are attracted. These include: the recent high school graduate who, either out of a strong interest in the field or because of economic necessity, is anxious to become involved immediately in a job and career-oriented program; the so-called "second careerist," who may be the woman who has been engaged in raising a family during the years since leaving school and who now wishes to continue her education; or the adult who has worked for many years out of economic necessity in a field which has little intrinsic interest for him, and who is anxious to find a more satisfying job; the adult already employed in a congenial job in the human services field who wishes to increase his competence in this type of work; and the "new careerist" who has been employed in a new and challenging role in the community and is being offered the opportunity to make this kind of work a career through increased education.

Because the success of a program will depend on the degree to which its characteristics match the needs of its students, it is important to look more closely at the characteristics represented by these major categories of potential students.

The Recent High School Graduate. The recent high school graduate has always been the major recruitment source for the community college; but the majority of these students have been and continue to be oriented toward obtaining a baccalaureate degree. If they have decided on a field of specialization, they expect to receive the major portion of their professional education at the senior college level or in graduate school. They come to

college with high aspirations, a view of the world based primarily on what exists now, and, for all their youth, they often possess a strong, conservative desire to stick with familiar, established programs.

Those in this group who are attracted to the human services career programs, however, are often students with a firmly rooted career orientation, and the desire to get experience in the field as early as possible. They are usually young people with some sense of urgency, either because they want to do something for others, or because their economic status is such that they must waste no time in obtaining marketable skills. In some cases this urgency is translated into the need to avoid making a wrong career choice by spending four years in preparation for an uncongenial job. Some students, primarily girls, know that their college educations will be limited to two years in the community college, and they choose to spend these years in a program teaching skills that are useful not only in employment for the few years they will work before marriage, but also as a preparation for the care of their own families. These students are often attracted to the child care or home economics-related programs.

It is to be expected that as career opportunities develop in the human services field so that there are identifiable jobs at the two-year college level with potential for career advancement, more young students will be attracted to them. If the present trend of student protest against traditional, "irrelevant" educational models continues, it is likely that young people concerned about relevance and direct action will be attracted to these programs. The type of person drawn to the Peace Corps and Vista may find these programs an answer to their aspirations. Whether this comes about will depend upon a number of factors, including their quality and their relevance to the needs of the community.

The socio-economic status of the young in a given community may also determine, to a considerable extent, the degree of popularity a human services career program achieves. The generally low salaries in the jobs for which graduates are qualified may select out all but those who are either so well off that they are not afraid to put commitment and interest above financial considerations, or so poor and with so few realistic options that they will not lose by following such a program.

One further group may be attracted to the program initially: those who believe it represents easy courses, with a minimum of work for a maximum of credits. These students do not remain long enough in the program to present a problem.

In a community college generally, many of the young students must work to support themselves or their families while they go to school. This may require consideration, in terms of hours and requirements, concerning the load that a given student may carry.

The Second Careerist. Two groups of second careerists can be identified, each with its particular needs and concerns. The first type, often a woman in her late thirties or forties, is attracted to these programs because they represent an area with which she is familiar and in which she may feel she has some skills. She has been out of school for some years and may be hesitant about her ability to compete with "young people" by plunging into a straight academic program. Often, too, she is carrying out, in modified form, a career plan she had had earlier, for example, to be a teacher, a social worker, or to work with handicapped children. Volunteer work over the years while her children were growing up may have increased her interest and stimulated her desire to return to school to become employable in this field.

Many women have expressed the feeling that now that their children are growing up they can at last do something for themselves. This inclination is often translated into obtaining the educational and professional opportunities that had been interrupted by early marriage, or in some cases, by their own immaturity and lack of appreciation for the educational opportunity that was available to them as young women.

Women from all socio-economic levels are attracted to these programs: from the suburban housewife looking for a new interest, to the middle income person looking for a job to meet growing family financial needs, to the welfare recipient who would like to find a way to economic self-sufficiency. Some colleges offering these programs serve communities which draw primarily from one socioeconomic group. In others, classes will be made up of persons representing the full range of economic and social levels.

The time requirements of some of these students may be quite stringent: no classes before 10 a.m. or after 3 p.m. because school age children are still being seen off to school and met when they come home; or perhaps evening and Saturday classes when adult or teenage help is available at home.

Certain other characteristics are typical of some individuals in this group of second careerists. In general, they have adjusted to more limited goals than younger people. Their absence from education for many years, the nagging sense of deficiency that many have been carrying for some time because of their failure to complete an education, their uncertainty regarding their ability to get a job, their sense of perhaps being too old to achieve much more, all tend to lead them to come to the college timidly and with some expectation of rejection or failure. The other extreme may be found, as well: the woman who, because of her somewhat limited but ego-supporting experience as manager of a household, tends to be somewhat

inflexible and dogmatic in relation to a new learning experience.

The next group of potential students can also be considered second careerists but in a slightly different sense. These are adults who have worked at less than satisfying occupations for many years and are coming to the college to explore a new career opportunity for themselves. This may take the form of signing up for a class or two to test out their interest, or full-time enrollment in an evening program. Some may be able to take a period of time off from work to attend school full-time for an academic term or two.

Many in this group are women whose initial career aspirations lay in the field of education or social work, while their actual employment has involved work such as secretarial, bookkeeping, sales, or beauty culture. This group may not have as high aspirations in terms of possible professional achievement as the second careerists described above, who face a lessening of the load of their family duties and see the opening up of new horizons. They are, however, attracted to the possibility of working at a job which, while it may pay no more than they are getting at their present position, will offer the luxury of congenial and ego-satisfying work. The element of the status associated with being in a professional field, if only in an assistanceship role, is an important one as well. The chance to work in a field directed to the betterment of other people, the helping role, is perhaps one of the strongest motivators for this group, as it is for others.

There may be a number of individuals in this group whose social situation has been such that even the bachelor's degree which they have obtained has not qualified them for the type of work they would prefer. Many of these are members of minority groups who have been discriminated against in the past and who cannot afford to undertake the graduate education that would now prepare them for full professional status. The bachelor's degree they already hold, and the specialized training they can obtain in a human services career program, prepare them for many employment opportunities which have not been available before.

This fourth group is made up of individuals who are already employed in a human services occupation. While not seeking to change their occupation or enter a new field of work, they are interested in improving their present employment. For some, this will consist of learning to perform more effectively in the position they already hold; for others, it may mean advancement to a higher position as a result of acquiring new skills. In either event, the individual comes to the college with a background of experience and skill in a field in which he wishes to improve. He presents both a challenge and a resource to the program: a challenge in that his expectations of the courses are high and his idea of what he needs to learn

is clearly defined; a resource because his background of experience provides him and the classes in which he participates with an opportunity to combine theoretical discussion with real examples.

These groups are often recruited directly through their place of employment. In many communities the request for a human services career program will come from the employing agency itself. If there is a major children's agency, a state hospital, home for the aged, or institution for the retarded in the community, the agency's own need for qualified staff and staff improvement may both prompt the request and provide a supply of candidates for the program. Agencies may turn to the community college when they are in the process of attempting to raise personnel standards for the agency. If a new educational requirement is projected for new employees, the agency may be anxious to provide present employees with an opportunity to qualify for the new positions by obtaining the needed educational qualifications.

The New Careerist. The new careerists make up perhaps the most challenging and rewarding student group in the human services field. As has been mentioned earlier, for the purposes of our discussion here we are using the term "new careerist" to refer to that broad group of individuals from disadvantaged areas who have been employed in programs designed to provide special services to their own communities. These include teacher aides in the public schools, employees in many types of work in Head Start, community representatives working in community action programs, and many more. The new careerist's qualification for employment is based on residence in a poverty area, and, in many cases, a family income which falls below the so-called "poverty level." There are no educational requirements for entry level positions.

The new careerist may or may not have completed high school; some have not completed grade school. The jobs they hold vary in degree of responsibility and discretionary power from very little, in positions where the new careerist assists a professional and is under direct supervision at all times, to a great deal, in positions where he may set his own goals, carry out the duties he has assigned himself with relatively little accountability to a professional. Through close association with professionals, through participation in situations in which he can assess his own performance in relation to that of the professional, the new careerist has developed a more realistic, if not more tolerant, attitude toward the professional establishment. Much of the mystique of professionalism is destroyed; there remains a core of respect for the knowledge and skill that the new careerist feels lacking in himself. A very large number of this group see the answer to their future

as lying in the field of education. They see the difference between themselves and the professional as knowledge, credentials, and money. The first two, and particularly the second, they see as the key to the third.

This group, when provided with an opportunity to enroll in college credit courses geared to their interests and, in the beginning, realistically paced, is extremely well-motivated. As they progress through a number of courses, their aspirations rise and they look forward to completing their education—almost at any cost. Because in many ways this group represents a particular challenge to the educational establishment, the implications of their education will be covered in more detail in a later chapter.

In any given community, only one or two of these categories of potential students may be identified, and the nature of the program developed will reflect the needs of the particular student group which can be expected to participate. There is danger, however, in identifying one particular target population and developing such a narrow program that there is little chance of the program appealing to other groups. As in so many cases, this is a circular process: the program, to attract one or more of these identified groups, must have certain characteristics; these characteristics, once translated into a program, determine its attractiveness for other groups or individuals. It is wise, therefore, to extend the boundaries of the program to include potential participants from related but perhaps unrecognized areas of interest.

SENIOR COLLEGES IN THE COMMUNITY

There is another aspect of this question of defining the community to be served by a specific college or program. In addition to the students the college serves by meeting their educational needs, other groups—institutions and agencies—look to the community college to meet their needs in terms of the training it can provide and the kinds of graduates it can turn out.

Senior colleges serving the same community are often interested in having the community college provide certain types of vocational training, leaving themselves free to concentrate on liberal arts and longer-term professional education. More and more senior colleges are counting on the community college to carry the bulk of the freshman and sophomore educational load in all areas, including liberal arts and pre-professional preparation. In Illinois, for example, several state colleges are being developed which accept only students with third-year standing. It is important here to recognize that the senior colleges, or other colleges serving

the same community, are an important factor to consider in planning any new or expanded program. A human services career program of the nature described earlier cannot be realistically and in good conscience mounted without the possibility of eventual cooperation with at least one senior college available to graduates of the program. Experience with these programs in other communities has shown that negotiation of cooperative programming with senior colleges is a very real possibility if the community college program is academically sound; if it is, in fact, responding to a realistic need in the community in a professionally adequate way; and if there are enough qualified graduates interested in continuing their career education at a senior college to justify the curricular and administrative changes necessary for participation in the program.

AGENCIES IN THE COMMUNITY

Perhaps the most important segment of the community to be served is made up of the agencies and institutions that will utilize the human services career programs directly as a source of trained personnel or for pre-service or in-service training for their employees. Unless there are agencies with *functions* appropriate to the graduates of a specific program, the development of such a program, however consistent it may be with the interests of the students, cannot be justified. We have used the term "functions" rather than "positions" deliberately. Many agencies at present operate within an established staffing pattern that is inconsistent with the most effective delivery of service in terms of today's knowledge and needs. Positions may be available at the high school graduate or B.A. level only; some at the M.A. level only. Traditionally there has been no job level that was specific to the specially trained community college graduate, or even to the two-year college educational level. If, in determining the appropriateness of a career program in human services, one considers only the jobs presently available and the current staffing pattern of a given agency or agencies, one is liable to become prematurely and unnecessarily discouraged. It has already been pointed out that the programs we are discussing are new, and that they will require positive action for change in the recipients of the services as well as in the college itself. If the community includes agencies with functions which can be carried out by graduates of the college program more effectively with the training they receive than without it, the possibility exists for the college to demonstrate this fact, and through work with the agency, bring about changes in job descriptions and qualifications to fit graduates of the college program.

It should be obvious that this, again, is a circular process. As long as there are no training or educational programs appropriate to the two-year college educational requirement of an agency, there is no reason for positions to be defined at this level and hence no jobs available to graduates of two-year programs. On the other hand, unless there are jobs available at this level, students (and colleges) are reluctant to become involved in such a program. Somewhere this impasse must be broken. Experience has shown that this can be done when the college and agency work together.

Agencies or programs which do carry out functions appropriate to graduates of human services career programs include:

Public welfare agencies
Voluntary family service agencies
Group work agencies
Settlement houses
Social service departments in hospitals
Clinics and mental health centers
Recreation agencies
Day care centers
Institutions and programs for the mentally, emotionally, or physically handicapped
Nursing homes
Senior citizens programs
Boys clubs
Public and private school systems
Head Start
Community Action Agencies
Public housing

This list is not comprehensive in any sense. Other agencies and special programs may be offering services appropriately provided by semi-professionals. These need to be identified and included in any review of a specific community's employment needs.

MOBILITY

One final question needs to be posed regarding the emphasis placed on local community determination in community college programming. There is common agreement among community college educators that responsiveness to the needs of the community it serves is an integral feature of the community college and we have discussed at length some of the elements to be considered in deciding the appropriateness of a human services career

program to a specific community. It should be kept in mind, however, that this very factor of responsiveness to the needs of a specific community raises problems concerning the degree to which the training provided will be applicable outside the local area. It is important that no students be "dead-ended" by their participation in such training or limited to their own community when they graduate. Mobility is a keystone of our society and both horizontal and upward advancement are factors which must be considered as programs are developed. This brings up the problem of the extent to which the college can meet the requests of the local community agencies for specific training that will provide the skills and knowledge required by a given agency, yet meet the requests of the students that their educational experience will be recognized as appropriate to employment in other communities. Upward mobility requires transfer of credits between junior and senior college levels and increasing knowledge and specialization within a specific professional area. Horizontal development, on the other hand, requires a program that prepares students for employment in a variety of agencies rather than for a single position or specialization both within a given community and in the larger society. To what extent can these needs be met realistically within a single program? This is a major issue the ramifications of which need to be considered in relation to curriculum selection, content, faculty selection, and organizational structure. Every college administration concerned with the development of a new program must make its own decision in this regard, using as guides their knowledge of the local community, the probable mobility of their students, and developments on the national scene, both within the community college movement and in general employment trends.

III

SELECTION OF PROGRAM AREA

The issue of the extent to which a human services career program should attempt to meet the specialized needs of a specific agency or professional group, and to what degree it should be generic in nature in order to provide for employment in a variety of professional areas is one to which no clear cut answer can be given in terms of current practice. A listing of program titles in human services gives an idea of the degree to which current programs vary in specificity:

Community Services Technician/Community Service Assistant/
Community Social Service
Child Care Technology/Residential Child Care
Social Service Aide/Social Service Associate/
Social Service Technician
Recreation Leadership/Recreation Aide
Classroom Aide/Teacher Aide/Educational Aide
Parole Aide
Nursery School Assistant/Child Development-Preschool Education
Mental Health Aide/Mental Health Associate
Human Services Aide

It is possible to see in these titles two extremes in regard to the issue of specialization. On the one hand there is the very broad community services or human services generalist approach, and on the other the very specific teacher aide and parole aide programs representing a specialist approach. Authorities in the professional fields involved are to be found on both sides of the issue. The Council on Social Work Education, in its recent publication, *The Community Services Technician–Guide to Associate Programs in Community and Social Service in Community Colleges,* advocates a basically generic approach at the community college level. On the other hand, some professional organizations in early childhood education, for example, are advocating a certification process that would provide for professional recognition of training below the bachelor degree level that

is specific to early childhood. It seems fair to say that this is one of the major areas of controversy in the field of professional education today, and as such deserves thoughtful consideration on the part of the developers of new programs, particularly as it relates to curriculum.

In making this decision in terms of a specific community, the nature and variety of the potential of actual employing agencies in that community need to be considered. In a large urban community with a variety of large and small agencies operating several poverty programs which hire special types of workers, it is possible and perhaps wise to consider several specifically titled programs relating directly to the major employers. In this way, relevant training for their personnel needs can be assured. In a smaller community where there are few if any large agencies hiring great numbers of personnel, a program geared too specifically to a single agency's function may prejudice students' chances for employment. A more general title and designation is advisable. A review of agencies providing human services in the community will have identified those with potential or actual job openings in human services fields.

If there are few agencies of this nature in a given community and employment possibilities for the number of students expected to enroll in the program are likely to be insufficient to absorb even a majority of the students, it would be unwise to initiate a full-fledged human services career program as an independent occupational/technical program. It would be wise, if student interest is strong and there are sufficient agencies in the community who can use volunteer help, to initiate a program that provides students with an opportunity to become acquainted with a variety of human services agencies and activities in conjunction with coursework in the behavioral and social sciences fields. Students with a strong interest in one of the fields represented by a local agency will be able to follow through on additional learning experiences in that field if an initial connection is made through the college program. The variety of program possibilities of this nature will be discussed later in more detail.

If the review of agencies in the community reveals potential employment possibilities on a large enough scale to justify a human services program, a summary of the job titles and descriptions available should provide the data needed to select an appropriate title. The actual title chosen should be considered carefully. Some terminology, due either to its negative associations for the target group, or because of its ambiguity, may fail to attract students who would respond favorably to the same program if titled differently. An example is the use of the term "welfare" in the title (as in "social welfare aide"). Students in an economically depressed area may find this term objectionable because of the connotation that "the welfare" has for them.

SELECTION OF CURRICULUM MODEL

The next task, that of developing the courses and learning experiences which will make up the curriculum within the selected program area, is one in which several of the same issues involved in program selection need consideration. These issues have been identified as first, the degree to which the courses in the curriculum are specifically vocational in nature and identification, and second, the degree of specialization which they emphasize within a professional field. Since almost all community colleges include certain general education requirements in their degree programs, a third issue needs consideration as well, namely, the relative amount or proportion of a given curriculum which will be assigned to courses required in the vocational area and the proportion assigned to required general education areas.

Almost all colleges have certain general education requirements for the associate in arts or the associate in applied science degrees which they offer in addition to the courses which make up an occupational major or specialization. These requirements usually include some combination of communications skills, math, science, sociology, history, and humanities courses. The number of hours of required coursework within the 60-65 that make up a typical associate degree program varies from college to college. The Council on Social Work Education in its publication *The Community Services Technician* recommends that 50 per cent of the program be devoted to general education courses as the basic requirement, and this is in accord with practice in many colleges. The A.A.S. degree may require less than the A.A. in this respect. In most instances, the basic general education core in a given college represents a fair proportion of the introductory level courses which will be required in a baccalaureate program. This reality needs to be taken into consideration in the decision regarding the relative amounts of time allotted to occupational courses within a human services curriculum. If we take as one of our goals the development of a program which, in addition to preparing students for employment at a semi-professional level can serve as the base for a four-year program without loss of time or duplication of credits, then enough time in the community college curriculum must be allotted to certain standard curriculum areas to prevent the student who transfers from having all required courses in these areas demanded of him in his last two years. Each community college will need to adopt its own standards, here, in relation to the local situation. Within the limits imposed by transferability and the possible intransigence of local faculty councils, it may be appropriate in some instances to modify the specific requirements adopted for the general student body to make the

program more accessible or palatable to participants in human services programs.

The need for this will be, in part, a reflection of the type of student that the particular college serves. The new careerist student may find an emphasis on behavioral, social science, and communication courses in the first two years more consistent with his or her needs and abilities than an emphasis upon the physical sciences and math, for example. For the recent high school graduate, with high school science and math recently acquired skills, the inclusion of these courses at this point in the college curriculum may save time and effort later.

Our major concern here, however, is not with the general education requirements of the colleges but with the courses which make up the human services career program itself: the courses which will provide the specific and general knowledge, skills, and attitudes which are required of the successful practitioner at this level.

NATURE OF THE CURRICULUM

Present practice does not provide us with clear cut guidelines with respect to desirable degree of vocational emphasis any more than it has done in regard to selection of program area. Current programs differ along a continuum which stretches from curricula which are made up entirely of courses selected from the general offerings of the college to those which include only courses that have been specifically designed for the new curriculum and which are so identified by title and departmental designation. Many presently operating programs fall somewhere between the two extremes, including a number of courses from the general education offerings (particularly in the behavioral and social science areas) and are developing some specific courses relating to practice skills. The latter almost always include opportunity for practicum or field experience for students in a realistic work situation in the community. A review of the sample programs described in Chapter VI will give an idea of the variety in curricula in college programs today.

For the purposes of our discussion, it may be helpful to contrast two models that represent different ends of the general education versus vocational or career-oriented curriculum continuum. The first model is made up of courses selected from the general offerings of the college or from standard college curricula. A typical curriculum in the field of child care, built in this way, might consist of general psychology, child psychology, marriage and the family, adolescent psychology, introduction to home

economics, nutrition, arts and crafts, fundamentals of music, children's literature, and recreation. In a program of this type, the practicum courses are often handled through student assignment to local child-caring agencies on a work/study basis with supervision provided by agency staff members who provide the major professional expertise involved in the program. The college courses provide the theoretical background to which the practicum supplies the practice.

At the other end of the continuum is the second model, the curriculum made up of specially designed courses in which theory and practice are integrated from the beginning. The courses in such a curriculum are carefully coordinated to provide a series of sequential learning experiences and are generally taught by professionals from the appropriate field of practice. They are distinguished from courses in the regular college offerings by their departmental or program designation, such as *Child Care 101, Social Service 201,* or in some cases *Human Services I,* and are usually limited in enrollment to students in the career program.

The differences between these two approaches to curriculum development are reflected less in terms of the content areas covered than they are in the way in which the content is integrated into a single body of knowledge and skills, the amount of emphasis upon relating theory to practice, and the level of involvement in specific methods or skill training. In terms of formal subject matter, the two types of curriculum may seem to parallel each other quite closely.

Administratively, the curriculum model we have referred to as the general education model is considerably easier to implement than the career model. Since in the former the coursework is either part of the regular offerings of the college or can be added within the existing departmental framework, there is no problem in terms of faculty recruitment or selection. Persons with the appropriate qualifications in the subject matter area are readily identified and often already part of the teaching faculty of the college. The courses themselves are part of existing curricula and require little or no additional faculty council or accrediting body approval. They are also readily transferable to senior college programs, since they represent standard college offerings.

They do, however, have certain disadvantages in terms of the goals a career program should have. A given course in such a curriculum will contain at least two types of students, those interested in the course as part of a general academic understanding of the subject area or as a prerequisite to further academic courses, and those who are looking to the course for specific knowledge that can be applied in practice. This may create a problem, particularly if the career students have had practical experience

in the field or are presently employed. Their need to translate theoretical concepts into immediate practical terms may seem irritating to students who are interested primarily in the theoretical aspects and do not plan to utilize theory in this way. Career students frequently become impatient with a course related to their field of interest which is taught at an entirely theoretical level. The fact that more often than not the instructor in such courses has had academic but not professional training or experience in the subject matter, means that he cannot, in fact, make the necessary translation.

This latter factor, the basically academic orientation of regular college faculty, will have other repercussions in terms of the agencies to whom the college is looking for jobs for its graduates. The practitioner in the agency often looks upon the academician in the college as unequipped to provide the actual training he wants his future employee to have. Distrust of the kind of professional training offered in the classroom will often result in a lack of agency interest in the graduates of these specific programs, and a tendency for the agencies to hire general education graduates as readily as career program graduates.

In some cases, preference may actually be given the graduate of a liberal arts program, the agency preferring to be able to train its own personnel from scratch rather than having to retrain a person whose initial training was provided in a purely academic setting.

The career-model curriculum is more difficult to develop, often more costly to administer, and may require considerable modification of existing educational practice at both the junior and senior levels. New departmental structures must be established, the development of new courses in an integrated sequence requires time and effort on the part of the faculty, faculty must be recruited from new sources, and practicum opportunities must be sought out or developed by the college. Because this model is newer and involves greater effort on the part of the college administration and faculty, it requires more detailed consideration than does the more familiar type of program represented in the general education model.

THE CAREER MODEL CURRICULUM

Before going on to discuss in detail the issues involved in adopting the career curriculum model, it should be pointed out that this is the model which is implied by and most fully meets the requirements of the human services career program defined in our introductory discussion. It is important, therefore, to review here the characteristics included in that

definition as well as to mention others which are implied but not spelled out, since these characteristics determine in great part those of the curriculum itself, and provide much of the rationale for the model.

According to the original definition, a human services career model program: (1) prepares its graduates for employment by providing the specific body of formalized knowledge and related practical skills that are necessary to immediate, effective functioning in the work situation, and (2) provides two of the four years of college coursework required for a professional degree in a given field, thus providing for career development within the academic system. Another characteristic of such programs was not mentioned earlier but is of crucial importance to their success in producing graduates who can function effectively in human services occupations: (3) these occupations and the roles within them for which students are being trained, require the ability to work with other individuals in a direct service relationship, and often to work with them in an interpersonal relationship. This requires a degree of self-awareness, an ability to relate effectively to others, whether client or colleague, and the ability to be objective in the evaluation of individuals and situations. This is a tall order to fill, but one which, in this field, cannot be ignored. Any agency interested in the graduates of a human services career program is concerned not only with the individual's knowledge but also with this aspect of his training and personal qualifications. Two ways of insuring that graduates of the program possess the necessary personal qualifications required are through screening of students, and by building into the curriculum itself provision for the development of self-awareness and interpersonal skills. Both approaches should be included in the development of the program.

DEVELOPMENT OF THE CURRICULUM

The building of an integrated and articulated career curriculum requires an understanding not only of the knowledge base upon which the courses in the curriculum will be developed, but also of the specific job or jobs for which the individual is to be prepared. This applies whether the curriculum being developed is a very specialized one, such as that for day care aide, more general as child care aide or, still more generic, as human services aide. The career model suggested here represents a form of "inverted curriculum" in which courses traditionally offered later in the course of study, at the junior and senior level, for example, are offered early in the sequence, within the freshman or sophomore year. Starting

with the specific skills and knowledge required of the individual in the actual performance of the job, the curriculum is designed to utilize these experiences as the basis for the more general concepts and organizing principles which are later developed more fully in general coursework. Thus, methods courses in education or social work, which are traditionally taught at the senior college or graduate level are combined early in the sequence with an opportunity to put the skills learned into immediate practice. The effectiveness of this model depends upon the faculty members' knowledge of practice and the students' opportunity to practice these skills in a realistic situation. In this way, concrete learning experiences can be fully utilized as a base for generalized learning later. While the provision of these practical learning experiences is not a problem with respect to students already employed in the field, as their classroom activities can be immediately transferred into action on the job, providing these experiences for the full-time student or the student employed in another field requires an investment by the college in making opportunities for practice available. It is clear, therefore, that appropriately trained faculty and practicum opportunities are essential elements in a career program.

FACULTY

The faculty which is assigned to the courses in the specialized sequence, whether these make up a major portion of the program or are limited to a small number of specific courses, should be persons with a strong background as practitioners in the field in which the training is being given. If the program is designed for social service aides, the faculty must be selected from persons with a social work background. If the field is child development, the faculty member must have worked with young children in a professional capacity and preferably in the same type of situation for which his students are being trained. The reason for this has been mentioned earlier. If the program were to be only an introduction to the field for students who would later be receiving professional training, as may well be the case in courses offered under an academic department, this would not be necessary. If, on the other hand, the course is to provide both the theoretical concepts and the way in which these are to be translated into practice, the person teaching must have the skill and experience to teach the application as well as the theory. This is particularly necessary where persons already working in the field are involved. If the course material which is taught cannot be translated into valid practice it will be of little value to these students. The students themselves will be the first to recognize this and become dissatisfied with the program.

It is important to keep in mind that the human services field has certain characteristics which make it different from many other vocational areas. The skills which the program hopes to impart are skills that will be put into practice on other human beings. They involve understanding of others and of oneself, and they require a certain degree of maturity and objectivity if the skills taught are to be used effectively and constructively. The college classroom itself becomes a laboratory, or perhaps one should say a potential clinic, in which discussion centers around the students' reactions to each other and to the instructor as well as to the clients whose cases they may be discussing. Through role-playing, group process, and demonstrations, the students learn more about themselves and others. To have these experiences provided in such a way that they become constructive learning rather than ego-destructive experiences requires professional handling, a degree of professionalism that is part of the training of the practitioner in human services professions, but is often not within the background of the academically oriented college teacher.

In these practice-oriented programs time must be provided for the student to practice his growing skills, and since the object of his attention will be a human subject, whether a two-year-old, a teen-ager, a clinic patient, or a senior citizen, his practice must be planned, supervised, and evaluated carefully and continuously. The secretarial student learning to type can practice without supervision and her mistakes can be erased or destroyed. In a human services field, care must be taken that no serious mistakes are made, as they cannot easily be erased. A faculty member must be present or available during the practicum experiences of the student. These assignments if not carried out under the direct supervision of a faculty member, are carried out under the supervision of agency personnel. Faculty time which is not spent in direct supervision will be spent in consultation with the agency staff member to whom the student has been assigned. Again, the faculty member must have the background and skill to serve in these capacities.

Another necessary part of human services training is individual consultation and counseling with students. This needs to be carried out both in small group sessions and individually. The nature of the human services training, mentioned above in relation to faculty background, requires that students become aware of themselves as individuals, and aware of their relations with others. This cannot be done in the classroom alone, but requires time for discussion and review of personal actions and reactions. Since these are career-oriented programs, counseling with individual students will also involve career counseling. This is a function which cannot be assigned to the regular counseling department of the college as so much

more is involved than someone outside the professional field under consideration could relate to.

Questions are often raised concerning the availability of social workers, and classroom and nursery school people for teaching positions in the community college. In the larger urban or suburban communities, there seems no lack of highly qualified personnel. Most professionals in these fields, once they are past their first few years as practitioners, have been involved in staff development, in-service training, and supervision of other agency personnel. They may have had college students in field work placements, or been involved in work with volunteers. In one way or another the experienced professional will have tested his ability to teach others about his work and the principles upon which it is based. Many are ready and anxious to do this in a more formalized setting. The same is true of teachers of young children. After a certain number of years in the classroom, working directly with children, students, parents, and colleagues, many practitioners are more than ready to deal with these skills and concepts in the classroom with adults. Since professionals in these fields often hold a graduate degree in their field of specialization, the chances of their being as good or better college teachers than the holder of a master's degree in a subject-matter area are very high.

It may be that in smaller communities with small agencies and only a few professional workers, acquiring staff for the community college might be a problem. In such communities, however, it is possible that excellent staffing can be obtained for the college through shared appointments with professional agencies, paralleling, in a sense, the clinical professorship model in medical education. Thus, the specific practice-oriented courses could be taught on a lectureship basis by professionals from community agencies.

Faculty assignments in human services programs therefore need to be made with full understanding of what is being required of them. This understanding must be shared with administration and faculty. Faculty must have time for student supervision, for consultation or direction of practicum resources, and for individual time with students.

The administration of any type of practicum arrangement is a time-consuming and arduous task. To expect the faculty member to carry a regular teaching load along with these responsibilities is unrealistic and self-defeating, since the job will not get done adequately under these conditions. A realistic assessment of the amount of time faculty will require to carry out this aspect of the program must be made.

THE PRACTICUM

The inclusion in the curriculum of a practicum or field experience in a realistic work situation is a major feature of a human services career program as it has been defined here. Role playing, demonstrations, workshops, all provide the student with a valuable opportunity for the practice of skills; however, they do not qualify as substitutes for true field experience. The student's skills and understanding of general principles must operate in day-to-day work situations before he can be considered ready for employment. It is in the practicum that the student tries out what he has learned, many times in a variety of different situations, until eventually he masters a skill. It is in the practicum, too, that the student is forced to bring into action in a single situation the material learned in a number of courses.

A real work situation in human services, however, often involves intervention into the lives of other individuals. The student may care for those who cannot care for themselves, or help an individual to resolve problems which he has been unable to resolve himself. The vulnerability of the recipients of human services and the extensive nature of their needs requires that these services be offered under professional supervision or within a professional setting.

While the provision or administration of such professional services is not generally considered within the province of the traditional college, the community college, because of its community service commitment, has the option in some human services areas of setting up and administering its own program and using students to help carry out the program. This is true in the areas of child care training and in recreation, for example. Some community colleges have set up their own laboratory nursery school or day care center, where they combine practice opportunity for students in early childhood education with service to the community, providing high quality care for preschool children. In the field of recreation, the college facilities may be utilized to provide a recreation program for young people from the community, carried out by students under the professional guidance of faculty. Here, again, service to the community is combined with field experience for students.

In other human services areas, the direct provision of service by the college to persons in need may be less feasible. Programs providing financial aid to recipients or requiring extensive professional specialization outside the range of practice cannot be undertaken by the college. For these practicum opportunities the college must turn to the agencies and institutions in the community providing such services. Social service agencies,

mental health programs, hospitals, schools, and children's agencies can provide opportunities for students to work under supervision in a variety of human services areas.

COLLEGE-SPONSORED SETTINGS

Where a choice exists between utilizing community agencies for the placement of practicum students or setting up a college-administered program for this purpose, a number of factors need to be considered. These include cost, feasibility in terms of facilities and professional resources available, and the possible auxiliary uses of the college facility. Most important, perhaps, is the quality of the experience which the students will receive, and the degree to which this experience augments and integrates classroom learning with practice.

This latter factor is one which can best be controlled in a college-administered facility where the quality and type of program offered, as well as the involvement of students in all aspects of the program, are under the control of the faculty and will be consistent with classroom teaching. Using facilities in the community may result in some inconsistencies between procedures taught in the classroom and procedures carried out in practice. A community agency will of necessity put the interests of its service before the interests of the students; in a college-controlled setting these two can be more easily reconciled.

The factor of cost is one which cannot be ignored, however. It is expensive to set up a service program and to staff it properly. It should not be assumed that students can run such a facility to the exclusion of professional staff. Students working with children, for example, need top quality staff to serve as models for their own practice. They need strong backing when their attempts to handle situations are unsuccessful.

Using a facility close to and under the control of the college, both as an auxiliary service to the college community and in conjunction with other educational programs, will help to offset costs. A laboratory nursery school can be used by classes in psychology, education, nursing, and home economics, for example. As a service to students with families, it can draw on funds allotted for student aid; as a service to faculty with small children it can be considered in the nature of a fringe benefit. Community services funds can be legitimately used to offset costs, and, since it is a marketable service, fees from the families utilizing the service can be charged.

Feasibility in terms of physical facilities will depend on local circumstances. Many college campuses have or can readily provide the facilities

needed for a laboratory school: classroom space with an outdoor play area. In crowded urban settings this may be more of a problem. Provision of professional staff adequate to supervise and administer the program should present no problem, since it is assumed that if a truly professional training program is underway, the faculty are capable of the practice they are teaching.

A college-administered recreation leadership practicum is considerably less difficult than a child care program. If the college gymnasium and sports facilities are available in the late afternoon or evening for use by non-students, they can be used for a recreation program open to community residents. During these hours, additional space will probably be available for a variety of club activities. If on-campus facilities are not available, local churches often have space available during the week, sometimes including gymnasiums.

COMMUNITY-BASED SETTINGS

In making arrangements for students to work in a community agency, keep in mind that the objective of the practicum is more than simply providing the student with a realistic work experience. The practicum is an integral part of the curriculum and should be set up with both specific and general learning objectives in mind. These ought to be clearly stated and thoroughly understood by student, agency, and faculty supervisor. Their relation to the work to be undertaken by the student should be spelled out. If this is not done, there may be a tendency on the part of the agency to absorb the student into its general workforce and to assign activities needed by the agency but only indirectly related to the role the student is trying to master. They may even be repetitious in that they call on skills the student has already mastered.

The student in a practicum setting is not another pair of hands for the agency to use as needed. The acceptance of students in a practicum arrangement requires a considerable investment on the part of the agency itself. It must provide the student with a series of graded practice opportunities under supervision, with the opportunity to fail, and to learn through failure. Providing supervision to students in training usually takes considerably more from the agency than is returned through work performed.

This should be kept in mind in relation to the question of whether students should be paid for their practicum assignments. Present practice provides no clear guidance here. Some programs provide for paid practicum

on a full-time basis during the summer, when agencies are short-handed, or where special summer programs can absorb additional help. Other program personnel feel that to assure that the goals of the student, not the needs of the agency, be given priority, the unpaid practicum is best. There is also the very practical consideration that most service agencies have little money for additional salaries, even at a minimum level.

Programs differ in the amount of time allotted to practicum, both in terms of credit hours and of actual clock hours. They also differ in terms of the timing of the practicum: whether it occurs early in training or represents a final demonstration of proficiency at the end of training. Programs differ too, in the extent to which they involve the student in a single setting or provide him with a number of different opportunities.

The decisions made with regard to these questions will depend to a large extent upon the kind of student population being served, the degree of specialization to which the training is directed, and the practicum facilities available. If the student population is made up of young people exploring human services occupations as possible career choices, the value of sampling a variety of settings will offset the disadvantage of lessened involvement and mastery of a single situation. If the students are primarily older second careerists, they need the opportunity to master a specific job in a single setting more than a wide range of experience. Programs emphasizing a generic approach, that is training human service generalists, may more appropriately utilize a variety of practicum settings, those emphasizing a specialization such as child care would do best in a single setting.

The availability of agencies or institutions in which practicum assignments can be made will be a determining factor in some communities. It can be assumed that if the community has employment opportunities for human services personnel, it must have agencies that can provide training opportunities. Whether these agencies will take on the responsibility for the placement of practicum students is another question which the college will need to explore with each agency individually.

IV

THE NEW CAREERIST: A SPECIAL CHALLENGE

No discussion of human services careers would be complete without mention of the particular role of the new careerist in the development and present status of these programs.

Our educational institutions today are being challenged on several fronts by a number of different groups. One major theme of this challenge concerns the "relevance" of the education being provided—relevance to the problems facing our country and relevance to the needs of individuals in our society.

A second major challenge is directed at the ways in which education is provided, and to whom it is made available. Demands have been sounded for greater flexibility in the methods used to provide and accredit educational experience, and for changes in the criteria for admission.

RELEVANCE

The demand that education relate to the problems of society and the needs of individuals is one to which human services programs are themselves addressed, and out of which they have arisen. These programs should, therefore, be part of the solution rather than part of the problem. They will fulfill this role, however, only if the content they offer and the way in which they present it make it meaningful to the students to whom it is presented.

The new careerists are confronting the educational system in general, and the community college in particular, with a special challenge. These are individuals who have been hired without the necessity of meeting specific educational or experience qualifications, and are employed in a variety of roles as assistants in human service agencies or programs. In many cases, the jobs they are doing are very close to those previously handled by more highly trained professionals. On-the-job training and the

chance to take academically accredited courses are often offered in conjunction with many of these programs. These opportunities help the new careerist perform better on his present job, and qualify him for advancement there or at a higher level within another agency. Career-oriented training has whetted the appetite of many new careerists for more education and the chance to move into a permanent career in human services. Since many of the programs in which new careerists work are time-limited, federally-funded projects, students should obtain as much career-oriented educational credit as possible while the program lasts.

As a group, these are individuals whose background and life circumstances have provided them with limited educational opportunity and often with poor academic skills. For this reason, they have been unable to enter certain types of work for which they have interest and ability. They are realistic enough to recognize that only through education, and the credentials that learning makes possible, will they be able to pursue a career in the field of their choice.

The individuals in this group, however, are not usually in a position to consider undertaking a full-time educational program. They have neither the time nor the financial resources needed. Often the job they hold provides the sole support for their families, families whose other needs the new careerists must meet when they have finished the day's work.

To appreciate both the problems and the promise that new careers students represent, it is necessary to listen to them as they describe their experiences in the new careers programs, both as students and as workers.

A school community coordinator:

The school community coordinator acts as liaison between the school and the community. Part of our job is to involve the parents in becoming involved in what is going on in the school, and to be concerned about the things that are wrong in our community. We try to get them involved in anything of interest and benefit to our boys and girls.

The school community coordinator tries to guide the parents in many other problems. There are parents who come to see us who have a problem such as "I can't pay my rent today" or "Who do I go to see for help with my rent money?" We may see parents with a mental problem. The children will come to see us with their problems. They may ask "Such and such a thing is wrong at home. Can you help us?" We have access to a lot of agencies and can direct the parent or children to the people or to the resource that can give them the best help.

A teacher aide:

As a teacher's aide, my working day consists of visiting four different classes each day. I work sometimes on a one-to-one basis with the children and sometimes with as much as eight to thirteen children in a group. I help

the children with their skills: their reading and their arithmetic. We also take walks around the building, to visit the boiler room for example, to more or less stimulate their ideas and to break the day. I particularly like the class I have in the afternoon because each child there is individual, and they're really special. They are called slow learners but actually they're smart in a lot of ways, it seems to me, and they just can't see what reading and writing have to do with their life. I try to help make school seem important to them and to help them feel successful.

A community worker in a community mental health center:

My job is making home visits, being somewhat of a liaison between mental hospitals and the Black community. This has helped me to have insight into the Black community. I became familiar with a lot of gang problems and a lot of problems people have in the community—such basic problems as clothing, food, and shelter. You can't deal with a person's psychological difficulties or his mental health until you've got these basic things taken care of. My job was to help these people get back into the community which they had been away from for so long. The community mental health center is a place where the person who has been in the hospital can come to get some psychiatric help, where the psychologists can talk to them and see how they are doing. But the psychologist sees them only once a month, and the community workers are the ones who see the people on a weekly basis. Sometimes the community workers are the ones who go out to make sure the people get to the clinic. When people don't make appointments, you have to go after them, to get them. You knock on the door. You call. Sending letters doesn't work too well, so the thing you have to do is to go out and really get the people, let them know that you care and that you are going to do something for them. I remember one old lady that was afraid to come to the clinic and I had to hold her hand and walk her the four blocks to get her there.

An employment counselor:

I work as an employment counselor and I entered this work with no training. It was really hard knowing what to do in the beginning—I had to be creative. I had to begin recruiting people from the streets, asking them whether they were employed. Now I have a week in the street and a week in the office. On this job you have to learn how to deal with people, know where to send them, learn the various employment agencies, factories, and so forth in the city to find out what positions are available for people. You have to care about people, because it takes quite a lot of time and quite a few interviews sometimes to get a person started in the right direction.

Others work as day care aides, or in Head Start programs, as probation workers, as youth leaders, as child care workers with disturbed or handicapped children. Whatever the job, these new careerists are generally in the front lines of service: they are dealing directly with people face-to-face,

and are often the point at which "The System"—whether represented by school, hospital, or employment service—comes in contact with the community.

These individuals bring with them a great deal of life experience and, as they work in these front-line positions, a great deal of practical know-how and skill in doing the job they have been hired to carry out. The discrepancy between their practical knowledge and their placement in the professional and educational hierarchy causes some problems of adjustment for them and for those above them in the hierarchy they challenge.

The problems involved in serving as an assistant in a professional setting are described by a mother of three children with five years experience as a classroom aide:

> There are some problems there. The teachers I work with are new teachers and seeing that I'm a classroom aide, I have to be very careful not to talk up—you talk, but you don't act up with the teachers. It's more or less something you have to work out very carefully; it is very ticklish and very subtle, but we usually make out pretty well. The children understand what it's all about and they try to play the teacher and the aide against each other so they can get their way. A lot of the time I find that the children who have a hard time talking to the teacher will talk to me and I in turn will speak to the teacher and then we will have a more meaningful relationship all the way around.

Another employee with four years of mental health work experience in a hospital setting and in the community, having recently participated in a community survey in his home county, was asked to represent his superior on the planning committee of another county. He describes the experience in the following way:

> We had a good meeting. I had a lot to say because we'd just gone through all that in X county, and we had worked as a team, so I knew about the problems we'd had and how we'd worked them out. I talked a lot and after it was over, the lady in charge came up and thanked me for coming and said how helpful my comments were. She said she hoped I'd be able to come and help again. Then she asked me where I got my (social work) degree. I said I didn't have one. She said "Oh, well, what social work school are you studying at?" and when she went on and found out I didn't have any degrees and was just a student at the junior college, she just didn't seem interested anymore. I wasn't asked to the next meeting.

Their background and first-hand knowledge sometimes makes the new careerist's classroom experience more frustrating than helpful.

> I have more mental health experience than anyone in the college. I've worked for four years in a mental hospital and two years in an institution for the mentally retarded, and when the instructor says "They (patients) do this

and that," I know they don't from my experience. The theory is fine, but it *isn't* that way.

The teacher gives out mimeographed material that says "This is so about welfare recipients," "This is the way they feel." And it isn't, and you know it isn't. But next week she gives you a test, and you have to decide, "true or false?" Shall I say what is really true or what she (the teacher) says is true?

The new careerist appreciates what education could be for him, if it can be made relevant. A young woman who had been in and out of correctional institutions during most of her adolescence, and who is now working as a probation assistant, puts it this way:

I have been social-worked to death, since I was thirteen years old, but sometimes I come up against a case that stumps me. I don't have the education to tell what to do with it. I want classes that I can take the case to and get help with it, but there isn't any relevance in the class to the real questions we have. The teachers stick with the text and the topic for today.

Another new careerist says:

I learned all that they teach in the class and I can regurgitate it at a moment's notice—but how do I *relate* it—make it relate to what I'm doing?

And another:

The thing I've found lacking in every textbook—you don't find the word "honesty," the word "true." Somewhere along the line there has to be a human aspect to it.

Teachers who understand and build on the experiences of the students are appreciated, however:

One course we had started out to be terrible. It was about deviant behavior, and the teacher started out telling us that there were all these kinds of deviant behavior—trying to explain that there were such things as homosexuals, prostitutes, pimps, forgers, and so on. We knew all that; most of us had our jobs because we had had experiences of that sort, so we just told the teacher how we felt, that we didn't want to sit there and have her tell us things we knew. So the teacher just shut the text book and came back the next time with a whole new outline and we went from there. We had good discussions and I really learned from that class about why people were like that and what you could do to help them.

A community mental health worker evaluating college work:

I'd like to say that the courses I've had at the community college have related very relevantly to the problems that I face. Such courses as: sociology as a foundation relative to social problems and finding out why people take drugs, why people need alcohol, why people have the problems they have, and anthropology and social ethics of minority groups, finding out past histories and actual things about why people are the way they are.

The employment counselor:

> Attending college here I find very beneficial—being able to know what to look for when you're talking to people, when you're observing them and learning ways to approach clients wherever you're working. One must know facts. There comes a time when you deal with your opinions, but first you must know facts.

The college, to be an effective educational agent, must adjust to the needs of this new student population in a number of subtle ways. Complaints from the new careerists sometimes seem to contradict each other. One complains: "They put us in special classes, like we're over here and they're over there; like we're down below." Another says, "The instructors start assuming that we know all the things the other students know. They haven't been prepared as to who we are. Some of us don't have high school degrees, some didn't finish ninth grade, and the instructors start giving us three books to read and five reports to write, and we're not ready."

Both are legitimate complaints, and a middle way must be sought. Colleges need to recognize the special needs of new careerists: their educational backgrounds are limited, but they need and deserve equal respect and status and the opportunity to use their very considerable strengths. Counseling and tutoring services and individualized instruction of all sorts are necessary for a meaningful educational program.

Perhaps the new careerist's attitude toward education is best expressed by the probation assistant: "People won't listen to us yet, but if we get to have the M.A. in penology, then people will listen. I want to get what the educational system has to offer."

CAREER LADDERS

A major aspect of new careers programs, and the basis for the hope they hold is the career ladder concept, which promises the consistent reward of increased responsibility and financial increment as the individual acquires education and work experience. The new careerist is concerned with the degree to which this concept is realistic: having attained the first steps in the ladder, a certificate or the associate degree, will he be able to continue his education to a baccalaureate level where the real payoff lies?

Career ladders and job opportunities, while of concern to the community college, are not within its direct control. But educational ladders are. And it is here that the community college involved in a new careers program must take responsibility for insuring that new careers students are not dead-ended. A major complaint of some graduates has been that their

programs have not been accepted by any outside agency or institution. It behooves any college administration that accepts the task of training new careerists to accept also the responsibility of coming to grips with this problem. Of all people, students in these programs must not be required to repeat one or two years of education because the program they were in was so specialized or so unique that its curriculum did not contain elements capable of translation into standard educational offerings. The well-designed career model curriculum in human services should provide the balance that the new careerist needs between specific skill training and a sound conceptual base upon which he can build a complete educational program. While questions may have been raised early in the nation's experience with new careerist students as to whether these older individuals would in fact be interested in or capable of completing a formal educational program, this is no longer a valid query. Many of them are going on, despite their large families and the difficulties of combining work and education. The task, however, is a long and arduous one and it is important that ways of assisting these students be included in our planning for them. It is necessary to consolidate the varied learning experiences of these students into an educational program that can lead to the accreditation they need.

ACCELERATING THE ACCREDITING PROCESS

The need to accelerate the educational process and achieve the appropriate credentials for full participation in a professional career has led the new careerist student to put pressure on the educational system to find ways in which life experience, on-the-job and in-service training, and formal academic education can be consolidated into a single process, in which there is no time lost in unnecessary duplication of subject matter and all relevant learning experiences are accredited. The request is a legitimate one, and the community college is a particularly appropriate institution to attack the problem. This is a subject which deserves consideration in its own right, and a much more exhaustive discussion than can be attempted here. It is possible, however, to outline ways in which these problems can be approached without putting too great a strain upon the structure of present educational practice.

Extending the Availability of Educational Resources. The possibility of the college making its resources more available to new careerists by offering

the courses they need at times and places convenient to them and to the agency for which they work is perhaps the easiest way to speed up education. For greater effectiveness agency and college must work together: the one by allowing its employees to have released time to attend class, the other by arranging to have the instructor available at a time and place set by the agency.

Even in those instances in which the agency is unable or unwilling to participate in this endeavor, the college can make an effort to schedule courses in the evening or on Saturdays, and can consider offering courses at off-campus sites most convenient to these students.

Credit for On-the-Job Training. If the curriculum for which a degree or certificate is awarded has been developed as a series of integrated learning experiences and proficiencies, it should be possible to establish equivalencies between specific experiences and proficiencies developed on the job, and those achieved within the framework of a specific course. This could be worked out in the same way institutions arrange for transfer of credits between schools. It is to be expected that the on-the-job experiences will be related primarily to skills and methods courses, rather than to the broader, more theoretical courses in core or general education studies. Because this approach is possible is not to say it is easy or does not require considerable planning and forethought. It cannot be assumed that because a person performs certain activities in his job that he has the equivalent understanding of the process itself and even the skill of the person who has learned this task in its broadest context, in the college classroom. In general it is fair to say that in-service and on-the-job training are a somewhat piece-meal approach to learning, with the objectives specific, immediate, and oriented to the needs of a single agency. For these learning experiences to approximate those offered in the college classroom (if the latter are truly career-oriented as well as academic), it will be necessary for the agency and the college to structure them in such a way that the integrating principles and broader implications are developed within the agency setting. The possibility of utilizing the college for either the in-service or pre-service training should be considered by agencies interested in holding out educational opportunities to their employees.

Credit for Life Experience. The problem of giving credit for life experience is perhaps the most difficult of all to resolve within our present academic structure. The request for such credit is based on the assumption that the life experiences of some individuals are more meaningful or educational than those of other individuals. While this is undoubtedly true, it is

not easily translated into a standardized system of "meaningfulness." Certainly the ghetto resident who has lived in slum housing and has subsisted on a welfare budget or its equivalent, whose children have attended overcrowded, poorly equipped schools, is more knowledgeable about certain aspects of urban living and the strategies required to cope with its problems than the middle class suburban resident. The fact that a middle class person may, in his turn, be more informed about life in a variety of other communities, may have traveled extensively throughout America and in other parts of the world could be equally defended as relevant experience that deserves the awarding of credit. Perhaps both types of experience should be considered in terms of their relevance to different, but equally important aspects of the curriculum.

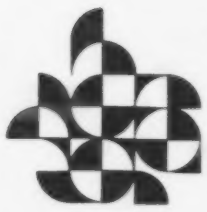
It is the individual's ability to apply and expand upon the learning experiences he has been exposed to, rather than the mere experiencing of them, that is important. Credit is not given for the student's class attendance only: it is demonstrating that the knowledge has been obtained, and the ability to apply that knowledge appropriately, for which academic credit is given. As with in-service and on-the-job training, proficiency examinations represent one mechanism by which knowledge and experience can be translated into academic credit, and this method should be considered more broadly by colleges faced with a student group with a broad range of experiential backgrounds.

Consideration should be given to developing proficiency evaluation procedures that extend beyond the traditional written examination method, if this procedure is to be of value to persons with skills in other than purely academic areas.

Perhaps it is fitting to finish this section with a quotation from a young Air Force veteran, employed as a mental health worker, speaking to a group of community college educators at an AAJC workshop:

> As we're talking about paraprofessionals, I look around and I see nothing but Black people here on the panel. You're out there. Can you listen to us? Really listen to us, that's the question I propose to you. We have some good ideas. We may not have the education that you have—I see a million dollars out here in education—but what kind of a job are you doing? We need background, but we need doing too. You need to know something about the community, you need community involvement, people who understand, people who do things.

It is clear that educators and professionals alike must listen, if the challenge presented by the new careerists is to be met.



V
SAMPLE PROGRAMS

As a college prepares to design a curriculum, it is desirable to examine what other colleges are doing. In developing this publication, the temptation was to design a so-called "model curriculum." However, as we review various examples of approaches used by community junior colleges to develop education and training for human services careers, a number of questions come to mind. Some of these questions are:

1. Does the program prepare the student for employment in a specific career?
2. Does the program give the student adequate preparation in entry level skills?
3. Will the program give the student the chance to advance?
4. Will the courses in the curriculum give the student an advantage in civil service examinations?
5. Does the program meet the personal needs of the student?
6. Does the program give adequate recognition to work experience?
7. Is there enough general education in the curriculum to satisfy the requirements of a liberal education?
8. Does the curriculum lead to an associate in applied science degree?
9. Does the curriculum lead to an associate in arts degree?
10. Will courses in the program transfer to a university program?
11. Will the state accrediting agency or the accrediting team from the regional accrediting association approve the program?
12. Do the professional organizations approve of the objectives and content of the curriculum?
13. Is the curriculum acceptable to the state vocational education agency for purposes of reimbursement under the Vocational Education Amendments of 1968?

Obviously, from these questions it becomes apparent that no one curriculum is going to meet the test of all of these questions with an affirmative answer. Furthermore, factors such as the financial resources of the college, its faculty, governing board, student enrollment, and community interest set limiting and permissive conditions affecting the nature of programs that are feasible to offer. If it is not impossible, it is impractical to think in terms of a single, all-purpose curriculum that will serve all vested interests and meet all conditions. Listed below are a variety of curriculum outlines.

HUMAN SERVICES CURRICULUM

Rockland Community College
Suffern, New York

First Semester

COURSE NAME	CREDITS
English Comp. & Critical Reading	3
General Psychology	3
Introduction to Social Sciences	3
Personal Community Health**	2
Orientation to Human Services	3
	14

Second Semester

COURSE NAME	CREDITS
English Comp. & Critical Reading	3
Child Psychology & Development	3
Principles of Sociology	3
Specialized Elective*	3
Human Services Seminar	3
Supervised Field Work	3
	18

Summer Session

SUPERVISED FIELD WORK—3 CREDITS

Third Semester

COURSE NAME	CREDITS
American Literature	3
Adolescent Psychology	3
Marriage & the Family	3
Specialized Electives*	3
Human Services Seminar	3
Supervised Field Work	3
	18

Fourth Semester

COURSE NAME	CREDITS
American Literature	3
Specialized Electives*	3
Specialized Electives*	3
Elective**	3
Human Services Seminar	3
Supervised Field Work	3
	18

* Specialized Electives in: Mental Health—Social Service Aides
Education Aides
Nursery School Aides
Child Care Aides
Recreation Aides

** Mathematics or Natural Science may be substituted for these subjects.

HUMAN SERVICES CURRICULUM
Vermont College
Montpelier, Vermont

First Semester

COURSE NAME	CREDITS
English Composition	3
American History	3
General Biology or Physical Science	3
Child Psychology	3
Principles of Sociology	3
Physical Education	1
	16

Second Semester

COURSE NAME	CREDITS
English Composition	3
American History	3
General Biology or Physical Science	3
Speech	3
Principles of Sociology	3
Physical Education	1
	16

Third Semester

COURSE NAME	CREDITS
Marriage and the Family	3
Electives (Child Literature–3; Introduction to Music–6; Art Appreciation–6; Educational Psychology–3)	6
Introduction to American Government	3
History of the Negro in the U.S.	3
Physical Education	1
	16

Fourth Semester

COURSE NAME	CREDITS
General Psychology	3
Electives (Child Literature–3; Introduction to Music–6; Art Appreciation–6; Educational Psychology–3)	6
Contemporary Social Problems	3
Introduction to American Government	3
Physical Education	1
	16

HUMAN SERVICES CURRICULUM

American River College
Sacramento, California

First Semester

COURSE NAME	UNITS
Personal Psychology or Introduction to Psychology (either General Principles or Social Determinants of Behavior) or Interviewing, Counseling and Tutoring	3
Interpersonal Relations	3
Introduction to Social Services	3
Communications Skills or Freshman English	3
General Education Electives	3
Physical Education	½
	15½

Second Semester

COURSE NAME	UNITS
Personal Psychology or Introduction to Psychology (either General Principles or Social Determinants of Behavior) or Interviewing, Counseling and Tutoring	4
American Institutions or Introduction to U.S. Government	2(3)
Communications Skills or Freshman English	3
The Problems of Minorities in America	3
General Education Electives	3
Physical Education	½
	15½

Third Semester

COURSE NAME	UNITS
Techniques of Group Counseling	3
American Society or Introductory Sociology	3
Introduction to Community Recreation	2
American Institutions or Survey of U.S. History	3
General Education Electives	4
Physical Education	½
	15½

Fourth Semester

COURSE NAME	UNITS
Human Relations or Personal and Social Development	2(3)
Child Development	3
Survey of the Humanities or Introduction to the Classic Humanities	3
Health Education	2
General Education Electives	6
Physical Education	½
	16½

MENTAL HEALTH WORK CURRICULUM

Community College of Philadelphia
Philadelphia, Pennsylvania

First Semester

COURSE NAME	CREDITS
English Composition	3
Anatomy and Physiology	4
Introduction to Psychology	3
Introduction to Mental Health	2
Practicum in Mental Health Work I & II	3
Group Dynamics I & II	2
	17

Second Semester

COURSE NAME	CREDITS
English Composition	3
Anatomy and Physiology	4
Introduction to Sociology	3
Mental Health Work I	2
Practicum in Mental Health Work I & II	3
Group Dynamics I & II	2
	17

Summer Session

COURSE NAME	CREDITS
Practicum in Mental Health Work III	3

Third Semester

COURSE NAME	CREDITS
Development Psychology	3
Social Problems	3
Psychology of the Exceptional Child	3
Mental Health Work II & III	2
Practicum in Mental Health Work IV & V	4
Group Dynamics III & IV	2
	17

Fourth Semester

COURSE NAME	CREDITS
Personality & Adjustment	3
The Sociology of Ethnic and Minority Group Relations	3
Seminar on the Exceptional Child	2
Mental Health Work II & III	2
Practicum in Mental Health Work IV & V	4
Group Dynamics III & IV	2
	16

Total to Graduate: 70 credits

MENTAL HEALTH ASSOCIATE PROGRAM
Western Piedmont Community College
Morgantown, North Carolina

First Quarter

COURSE NAME	CREDITS
Communications I	3
Introduction to Psychology I	3
Introduction to Sociology I	3
Introduction to Mental Health I	3
Group Processes I	2
Field Placement I	2
	16

Second Quarter

COURSE NAME	CREDITS
Communications II	3
Introduction to Psychology II	3
Introduction to Sociology II	3
Introduction to Mental Health II	3
Group Processes II	2
Field Placement II	2
	16

Summer Session

COURSE NAME	CREDITS
Summer Internship	1
Summer Internship	1
	2

Third Quarter

COURSE NAME	CREDITS
Communications III	3
Human Growth and Development	5
Gerontology	3
Social Agency Interviewing	3
Group Processes III	2
Field Placement III	2
	—
	18

Fourth Quarter

COURSE NAME	CREDITS
Psychological Testing	3
Psychology of Learning	3
Social Science Elective	3-5
Activity Therapies	3
Group Dynamics I	2
Field Placement IV	2
	—
	16-18

Fifth Quarter

COURSE NAME	CREDITS
Elective	3
Behavior Modification	3
Behavioral Disorders	3
Sociology of the Family	3
Group Dynamics	2
Field Placement V	2
	—
	16

Sixth Quarter

COURSE NAME	CREDITS
Psychology of the Exceptional	3
Urban and Rural Society	3
The Socialization Process	3
Mental Health Seminar	3
Group Dynamics III	2
Field Placement VI	2
	—
	16

Total Credit Hours: 98-100

Hours by Areas:

Mental Health	44
Psychology	26
Sociology	15-20
English	9
Electives	3-8

CHILD CARE SCIENCE

Florida Junior College at Jacksonville
Jacksonville, Florida

First Semester

COURSE NAME	CREDITS
English Composition	3
College Math	3
Physical Education	1
Child Growth and Development	4
Principles of Preschool Education	3
Origins of American Society	3
	17

Second Semester

COURSE NAME	CREDITS
English Composition	3
Origins of American Society	3
Life in Biological Environment	3
Physical Education	1
Advanced Child Growth and Development	4
Overview of Pre-school Curriculum	3
	17

Summer Session

SUPERVISED FIELD WORK—3 CREDITS

Third Semester

COURSE NAME	CREDITS
General Psychology	3
Physical Science	3
Physical Education	1
Humanities	4
Observing and Recording Child Behavior	3
Approved Elective	1
	15

Fourth Semester

COURSE NAME	CREDITS
Physical Science	3
Speech	3
Physical Education	1
Humanities	4
Supervised Student Participation	4
	15

DAY CARE AND NURSERY SCHOOL PROGRAM

Penn Valley Community College
Kansas City, Missouri

First Semester

COURSE NAME	CREDITS
Day Care Management	2
Early Childhood Speech	3
Nutritional Elective	4
English Elective	3
General Psychology	3
	15

Second Semester

COURSE NAME	CREDITS
Educational Theory	3
Day Care/Nursery School Electives	6
Child Development	3
Elective	3
	15

Third Semester

COURSE NAME	CREDITS
Elective	3-5
Day Care/Nursery School Electives	5-6
Fundamentals of Speech	3
Pre-School Reading Techniques	3
	14-17

Fourth Semester

COURSE NAME	CREDITS
Day Care/Nursery School Electives	3
Social Science Elective	3
Electives	4
Student Internship	5
	15

COMMUNITY SERVICES CURRICULUM

Donnelly College
Kansas City, Kansas

HEAD START CORE COURSES	CREDIT HOURS	
Problems of the Pre-School Child (with Practicum)	3	
Literature for Children	2	
General Psychology	3	
Developmental Reading	2	
Art Education	3	
Child Development	3	
Family Relationships	3	
Hygiene	2	
Elements of Sociology	3	24
DIVISION I (12 hours elected from the list below)		
Introduction to Religion	3	
Introduction to Biblical Literature	3	
Comparative Religions	3	
Ethics	3	
Logic	3	
Metaphysics	3	
Introduction to Philosophy	3	12
DIVISION II		
English Composition I	3	
English Composition II	3	
Fundamentals of Speech	2	
Elective—World Literature I	3	
World Literature II	3	14
DIVISION III (6 hours elected from the list below)		
American Government	3	
The Negro in American History	3	
American History I	3	
American History II	3	
or		
Western Civilization I	3	
Western Civilization II	3	
Personal Finance	3	6
DIVISION IV		
Biology (Principles of)	4	
Physiology (Human)	3	
Introduction to Mathematics	3	10
Option—Chemistry		—
		66

SOCIAL SERVICE AIDE PROGRAMS

City Colleges of Chicago
Chicago, Illinois

General Education Core	Credit Hours
General Biology	6-8
English Composition	3
English Composition or Fundamentals of Speech	3
Fundamentals of Social Science	6
Introduction to Humanities	6
Introduction to the Study of Society or General Psychology	3
	27-29
Social Service Core	
Human Growth and Development I and II	6
Basic Concepts in Social Service	3
Principles of Social Work Practice	3
Social Problems and Social Action I	3
Report Writing for Social Service Aides	2
Introduction to Group Process	3
	20
(A) Specialized Courses—Family Welfare Aide	
Child Health and Nutrition	3
Principles of Family Welfare	3
Practicum in Family Welfare	6
Elective	3
	15
(B) Specialized Courses—Youth Work Aide	
Principles of Youth Work	3
Practicum in Youth Work	6
Electives	6
	15
(C) Specialized Courses—Community Aide	
Principles of Community Organization	3
Practicum in Community Organization	6
Electives	6
	15

SOCIAL WORK CURRICULUM

Ottumwa Heights College
Ottumwa, Iowa

First Semester

COURSE NAME	CREDITS
Religion or Elective	2
Freshman English	3
Principles of Speech	2
History of Western Civilization	3
Introduction to Sociology	3
Art Appreciation or Music Appreciation	2
Physical Education	½
	15½

Second Semester

COURSE NAME	CREDITS
Religion or Elective	2
Freshman English	3
History of Western Civilization	3
American Social Problems	3
General Psychology	3
Art Appreciation or Music Appreciation	2
Physical Education	½
	16½

Third Semester

COURSE NAME	CREDITS
Religion or Elective	2
American or English Literature	3
General Biology; Chemistry-Modern Chemistry, Qualitative Analysis; or Biological Science, Physical Science	4
Foundations of Mathematics or Mathematical Analysis	3-4
Introduction to Social Work	3
Physical Education	½
	15½

Fourth Semester

COURSE NAME	CREDITS
Religion or Elective	2
American or English Literature	3
General Biology; Chemistry-Modern Chemistry, Qualitative Analysis; or Biological Science, Physical Science	4
The Family	3
Social Psychology	3
Physical Education	½
	15½

SOCIAL WORKER ASSISTANT CURRICULUM

Pasadena City College
Pasadena, California

First Semester

COURSE NAME	CREDITS
Basic Library Procedures	1
English	3
United States History	3
Urban Social Problems	3
Urban Community Development	3
Urban Community Development Fieldwork	2
Physical Education Activity Elective	½
	15½

Second Semester

COURSE NAME	CREDITS
Urban Community Development Fieldwork	2
Urban Political Problems	3
Sociology of the Afro-American	3
Community Agencies	3
English/Speech	3
Physical Education Activity Elective	½
	14½

Third Semester

COURSE NAME	CREDITS
California Resources	3
Health Education	2
Sociology of the Family	3
New Careers	3
Elective	3
Urban Community Development Fieldwork	2
Physical Education Activity Elective	½
	16½

Fourth Semester

COURSE NAME	CREDITS
Urban Community Development Fieldwork	2
Group Process	3
Sociology of the Mexican-American	3
Introduction to Social Work Assisting	3
Science/Mathematics	3
Physical Education Activity Elective	½
	14½

RECREATION LEADERSHIP CURRICULUM

Community College of Baltimore
Baltimore, Maryland

First Semester

COURSE NAME	CREDITS
English Writing	3
Public Speaking	3
Introductory Sociology	3
History & Introduction to Recreation	2
Folk, Square & Social Dances	1
Skills Laboratory	2
Nature Lore	2
Orientation	1
	17

Second Semester

COURSE NAME	CREDITS
English Writing	3
Introductory Psychology	3
First Aid & Safety	1
Program Planning	3
Arts and Crafts	2
Co-education Games & Activities	2
Skills Laboratory	1
	15

Third Semester

COURSE NAME	CREDITS
Literature or Humanities	3
Social Problems	3
Astronomy	3
Leadership Techniques & Practices	3
Social Recreation Games & Programs	2
Personal & Community Health	2
Officiating	1
	17

Fourth Semester

COURSE NAME	CREDITS
State and Local Government	3
Group Music Leadership	2
Fundamentals of Acting	3
Organization and Administration of Recreation	3
Recreation and the Community	3
Older Adult Activities	2
Officiating	1
	17

ONE-YEAR TEACHER AIDE CURRICULUM

St. Petersburg Junior College
St. Petersburg, Florida

First Session

COURSE NAME	CREDIT HOURS
Basic Communications	3
Fundamental Math	3
Orientation to Education	3
General Psychology	3
Elementary Typing	3
Physical Education Activities	1
	16

Second Session

COURSE NAME	CREDIT HOURS
Child Development	3
Related Arts	3
Machine Operations	2
Science Experiments for Elementary Schools	3
Internship	3
Elementary Typing	2
	16

ONE-YEAR TEACHER AIDE CURRICULUM

Parkland College
Champaign, Illinois

Fall Quarter

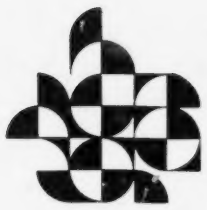
COURSE NAME	CREDITS
Communication Skills I	4
Applied Developmental Psychology	4
Recreational Music	4
Basic Concepts in Education	4
Physical Education	1
	17

Winter Quarter

COURSE NAME	CREDITS
Communication Skills II	4
Typing and Office Machines	4
Preparation and Utilization of Instructional Media	4
Education in Practicum I	4
Physical Education	1
	17

Spring Quarter

COURSE NAME	CREDITS
Recreational Drama	4
Arts and Crafts	4
Introduction to Early Childhood Education	4
Education Practicum II	4
	16



VI

LAUNCHING THE PROGRAM*

The nuts-and-bolts work of actually getting a human services program started requires a lot of effort. Before launching a program, the following steps should be taken:

Decide what kind of program to have
Appoint a director
Select a committee
Make a community survey
Search for funds; prepare a budget
Develop a curriculum
Employ faculty
Schedule classes
Promote the program.

Although this list may seem formidable, taken one by one each of these tasks can be easily mastered. In practice there will be no easy line of demarcation between them. They will overlap; solving one problem will go half-way to solving another. It is important to note that the sequence of steps will vary with each situation. A good case can be made for making a community survey before taking on any of the other activities listed. And if it seems that funding is going to be a major difficulty, then it might be best to examine possible resources first. Many a program has moved along quite successfully without a director, using an administrator or faculty member to handle the planning and coordination as part of, or in addition to, his regular duties. As you can see, all sorts of permutations of this list are possible.

Regardless of the order, all of the activities will be included in some fashion, and it will be well for us to examine each of the activities in detail.

1. *Type of Program.* Human services covers a great many careers—

* This chapter was written by Herbert C. Kalk, Vice President, Southwest College, City Colleges of Chicago.

pre-school teacher aide, residential child care aide, social work aide, recreation aide, geriatrics aide—to name just a few. Unless one's program were underwritten by a generous foundation or government grant, it would be foolhardy to try to launch them all. However, where a new college is being established and where there is potential for several human services programs—this would be especially true in urban areas—it would be wise to immediately incorporate into the organization a Division or Department of Human Services which might well start with two or three human services curricula.

More often than not, starting a program begins with a hunch, an educated guess, or a generally recognized feeling that such a program is necessary in the community. The idea for a program may come from any one of a number of sources: an administrator, a faculty member, a community organization, a student group. However, a few letters or telephone calls to experts in the field, some formal or informal surveys of community needs, and consultations with leaders of professional organizations can provide significant information concerning the need for a particular curriculum. Because of the time and effort necessary to perform these tasks, it is important at this point to:

2. *Appoint a Director.* Although it might be possible to find someone on the faculty or administrative staff who could direct the program, it is probably wiser to obtain the services of a professional in the field, one who has had considerable experience in a social service agency or a residential child care center, depending on the program to be developed. Since all of the programs in human services are job-oriented, it is important to have persons on the staff who have more than a straight academic background. Probably the first thing the director will want to do is:

3. *Select a Committee.*[1] There is much controversy about the effectiveness of committees, but the general consensus of opinion is that a committee is important, especially in the early stages. The committee should be composed of key personnel from the important agencies, professional organizations, educational institutions and governmental bodies in your community. These persons can inform you of the kind of jobs available for graduates of your program, the kind of training necessary to perform well in these jobs, and the kind of curricula that will best mesh with senior colleges. Some of the agencies might even be interested in creating jobs that graduates can fill, and representatives of governmental agencies can be instru-

[1] Riendeau, Albert J. *The Role of the Advisory Committee in Occupational Education in the Junior College.* Washington, D.C.: American Association of Junior Colleges, 1967, 75 pages.

6K

mental in developing or revising civil service descriptions for jobs in public institutions. A good advisory committee can not only point the direction in which the curriculum should go, but it can also help to keep the curriculum updated and relevant to the times. The committee can also be instrumental in recommending talented personnel to teach in the program. Finally, the agency representatives on the committee can provide the practicum settings necessary for a successful program.

Selecting a committee is a time consuming task involving telephoning, writing letters, providing background material for the committee members, setting up meetings, and the like. After a meeting or two has been held involving committee members, administrators of the college and interested faculty members, and after consultations are held with some of the experts in the field, the director should be able to develop a preliminary prospectus of the program. Having crystallized his ideas to a certain extent, he will then find it important to:

4. *Make a Community Survey.*[2] In addressing himself to the community, the director should present a brief idea of what the program is about and what the college hopes to achieve. The survey should seek responses from: community institutions and organizations, to determine their interest in such a program; and from the residents of the community, to discover what kind of potential the program has. Questionnaires to the residents should be brief and to the point, and might ask questions such as: Would you or any members of your family be interested in enrolling in such a program? Day or evening? Saturdays? Full time or part time? The return response can be carried on a postal card, which, in addition to providing the questions and space for the answers, should provide space for the name, address, and telephone number of the person responding, thus giving you the nucleus of a human services mailing list.

Articles carried in local newspapers, announcements on local radio stations, and letters to organizations should also be employed in order to elicit response on the desirability of such a program.

If the community survey elicits little enthusiasm either from the agencies that might employ graduates or from the residents themselves, then it would be wise to reconsider the desirability of offering such a program.

On the other hand, if the response is favorable, then it is time to think of:

5. *Funding and Budgeting.* The funding necessary in the initial stages of the program will depend on how extensive a program is being planned and what the possibilities are for obtaining money. Programs have been

[2]Henderson, John T. *Program Planning with Surveys in Occupational Education.* Washington, D.C.: American Association of Junior Colleges, 1970, 25 pages.

started by a faculty member or administrator being released from part of his regular program, or being given an overtime assignment to organize the new curriculum, and with secretarial help and other services borrowed from existing personnel on the campus. Also, qualified faculty members have been released from some of their classes to participate on a part-time basis in the new program. Under such conditions, of course, new funding can be modest. On the other hand, programs have been launched with a new full-time director and one or two instructors as well as a full-time secretary hired for that purpose.

Where funds are limited, as in the first instance, it becomes a case of robbing Peter to pay Paul. However, this can often be a very justifiable "robbery" since it does enable a much needed program to prove itself without going through a long period of waiting in order to start with a fully staffed program.

Where it seems advisable to build a more complete staff before initiating a program, then obviously it will be necessary to have more ample funding. A modest, full-time staff would include a full-time director, one or two full-time instructors, and a full-time secretary. If space is not available on the existing campus, then rented space will need to be sought. Desks, filing cabinets, typewriters and office supplies, and possibly some audio-visual equipment (if these are not provided by the college) will also be needed. Money will also have to be provided for advertising, duplicating, and mailing.

Funding may come from any one of a number of sources, or a combination of several: from the college itself, from local agencies, state sources, and from federal grants. In addition, a vigorous program director can seek funds from private foundations and from community and business organizations that are aware of the benefits that human services programs can bring to the community.

Having decided that a human services program is desirable, and having determined the extent of the initial staff, it then becomes important to:

6. *Develop the Curriculum.* One of the first steps to be taken is a survey of existing curricula in two-year colleges throughout the country. These curricula will have much in common but also much that is unique and will give planners a good idea of the scope of a wide variety of programs. Using these curricula as initial suggestions and modifying them in light of college policy and the special needs of the local community, a satisfactory curriculum can be constructed.

By this time the director may have employed his staff. In any event, there are certain guidelines to keep in mind when

7. *Employing Faculty.* As in the case of hiring a director, one has two choices when employing faculty members: they can be recruited from the regular faculty or hired from outside. (Usually, the human services faculty will be composed of persons in both categories.) From the present faculty, one might draw specialists in an area such as child psychology, or find persons trained in fields such as music, art, literature, or physical education but who have training, background, and interests in some aspects of human services work. Again, it is probably best to search outside the college for persons with extensive training in the human services curricula being offered, rather than to settle for those who have only a superficial acquaintance with the field or who possess only a secondary interest. It is most important, since persons in this category may be hard to come by, to search for those who have had practical experience in the field as well as appropriate academic background. In most situations it will probably be best to have a director and a full-time person or two as the basic staff, with outside specialists currently working in the field available for some courses on a lectureship basis.

Once a staff has been gathered, the next important task is to:

8. *Schedule classes.* Scheduling classes at strategically important times can be crucial to the success or failure of a program. Much, of course, depends on the target population. If the program is designed to attract the full-time student just out of high school, then, of course, the most important consideration is to schedule classes so that they integrate with the general or elective courses that the full-time student generally takes. On the other hand, if the program is to appeal to somewhat older persons who will be attending on a part-time basis, then it becomes important to schedule the classes at times that are convenient for them. Mothers with children in school can often come in the middle of the morning or in the middle of the afternoon for a course or two during those times when their children are at school.

If the program is to appeal to persons with full-time jobs, then, of course, the classes should be scheduled during the evening or on Saturday. Saturday, in fact, seems to be an especially good day for offering courses in the human services area, since both working persons and mothers at home seem to find this the most convenient time of all. Experience has shown that some programs that flounder when offered on week days or during the evening flourish when they are offered on Saturday.

If cooperative work/study arrangements are to be part of the human services plan, then the schedule should be fixed so that students can take classes during one-half of the day and work in the other half.

Once the schedule has been established, it then becomes important to:

9. *Promote the Program.* Promoting the program is one of the most critical steps in the whole process; for no matter how excellent a staff has been assembled and no matter how admirable is the planning to this point, the program may never get off the ground if it is not properly publicized. The demand for human services programs is growing so rapidly that there are few communities that cannot provide sufficient students for most of the human services curricula. But the students will not be there if they are not aware of the program's existence. The importance of getting the word to the public cannot be too strongly emphasized.

The publicity program should be multi-faceted so that every possible avenue for reaching the public is traversed. Among the media employed should be the following:

Advertising: Community newspapers
High School newspapers

News articles: College newspapers
Community newspapers
High School newspapers
Organization and church newsletters

Radio and T.V. announcements: Many stations and channels offer free public service announcements

Mailing lists: Brochures and flyers to organizations with a high potential for providing students: men's and women's civic organizations, PTAs, churches, community action groups, high schools (especially senior counselors), grade schools (for teachers or teacher aides who might be interested in expanding their backgrounds), settlement and neighborhood houses, community organizations, business and commercial enterprises, and libraries

Posters: In stores, libraries, schools, churches, community and business organizations.

If sufficient money is available to include all of these approaches, naturally a most effective type of publicity can be mounted. For instance, handsome brochures can be distributed, professionally designed advertisements can be placed in the newspapers, striking posters can cover the neighborhood, and saturation mailings can assure effective community coverage.

However, a publicity program need not be expensive. If funds for brochures are not available, then mimeographed flyers will serve the purpose very well. Pains should be taken to make these flyers attractive, but if neither time nor talent is available to develop artistic flyers, a clear and direct statement of the curriculum, the courses being offered, the times

and places of the offerings, the registration and starting dates, and the fees will suffice.

One approach that is a "must" in all new programs is the mailing list. Flyers sent to high-potential organizations and individuals produce amazing results. If the flyers are accompanied by a covering letter introducing the program and recommending that announcements be posted on bulletin boards, placed in organization newsletters, and presented at group meetings, they will be put to even more effective use.

A few special notes on publicity effectiveness: Whenever possible, include class schedule information (time and place of courses offered, costs, and registration procedures) in all brochures, flyers, advertisements, and press releases. Do not neglect publicity within the college itself. For some programs, the greatest response will come from currently-enrolled students.

For human services programs, the PTAs have proved to be a fruitful source for program recruitment. PTA members are generally persons with strong educational interests and very often a developing interest in social service and educational careers. Wherever possible, human service staff members should offer to speak to PTA groups.

For programs that might appeal to high school students, the high school newspapers and senior counselors should receive continuous bombardment with public relations materials. In order to maintain a continuous flow of news articles, many approaches should be employed in separate stories: descriptions of the curricula and individual courses, biographical information about the new teachers in the programs, new facilities and equipment, unusual approaches in the teaching of the courses, the cooperative work/study aspects of the program with descriptions of the cooperative agencies, the jobs for which the program prepares students, students with unusual backgrounds or special success in the program, the appointment of members of the advisory committee, etc.

Before embarking on the publicity campaign, it is important that information about the program—contents, schedule, registration procedure—be distributed to those administrative and clerical personnel who are likely to receive inquiries—admissions staff, counseling staff, switchboard operator, receptionist. For there will be many inquiries from potential students, and it is important that the correct information be available at key contact points within the college.

If the groundwork has been carefully prepared, the response to the new offerings should be enthusiastic, and a human services program should be underway. And then the real work, teaching and learning, will begin.

Once the program has been launched, the staff members will modify and revise the curriculum in the light of their experiences. As the human

services field expands and new human services careers evolve in various social and educational agencies, the human services curricula in colleges will change and develop. It is incumbent upon the director and faculty to maintain close alliance with the agencies, and to keep abreast of trends in the field. They should constantly appraise their offerings to keep them timely and relevant.

As the demand for new human services curricula grows, there should be little difficulty in adding them to the existing program. Since all the curricula share a basic core of general education and human services courses, adding a new curriculum becomes primarily one of adding courses in the special field and arranging practicums with the cooperating agencies.

The success stories of students who have completed the human services programs are especially rewarding since so many graduates have found new careers for themselves that were not possible a few short years ago. Experience has shown that the students' excitement and enthusiasm is conveyed to the faculty, who in turn respond by developing new and challenging programs in the ever-expanding human services field.

OTHER CRITICAL MATTERS

Although the nine points covered in this guide indicate the minimal steps that must be taken to develop a human services curriculum, there are other matters of importance which may loom larger in some colleges than in others. Still, they are important to keep in mind:

1. *Faculty Curriculum Committee.* Depending on the decision-making apparatus of the college, additional time and effort may be necessary to present human services proposals to curriculum and budget committees. In some instances, this may be done at the very beginning to determine what kind of reception this new program will have. In other instances, the proponents of the new curriculum may not wish to present it until a solid body of information has been established, proving the need for such a program.

2. *Career Ladder.* In constructing a program, it is important to develop a career ladder structure, that is, a curricular arrangement that will allow a student several educational and vocational options. He may want to take only a few of the specialized courses in the field to enhance his job opportunities in his present work situation, or he may wish to work towards an associate of arts degree that would prepare him for a semi-professional position, or he may wish to try a transfer program that will allow him to

transfer to a four-year college for a baccalaureate. The curriculum should be so designed that the student can move with a minimum of confusion and loss of credits as he climbs the career ladder. It is important to emphasize the available options in all of the descriptive literature associated with the curriculum.

3. *Communication.* In order to achieve effective and meaningful communication with the baccalaureate-oriented student, it is important for the director of the curriculum to develop close association with senior institutions to which students at his college generally transfer. When they receive thorough explanations of the community college curricula, senior colleges generally are most willing to accept human services graduates. Quite often they will adapt certain of their own curricula or suggest changes in the community college curricula that will aid in the easy transition for the student from the two-year to the four-year college.

4. *Counseling.* Of key importance in the proper orientation and direction of students in the various human services programs is the counseling staff. Ideally, it would be best to have a full-time counselor as part of the staff. Such a counselor would have a thorough knowledge of all programs, as well as access to students' records, and could thus provide optimal service. Where it is not possible to have a full-time human services counselor, it is important that the regular counseling staff of the college is initially briefed on the program, and systematically kept informed of all changes and developments.

5. *Record-keeping.* One of the important resources for the counselor as well as for the faculty in the program is student records. Although student records are maintained in the registrar's office, it is advisable that a duplicate set of records for students in the human services program be kept in the human services office. In this way, the counselor and the faculty members can have immediate knowledge of a student's progress, which will allow them to give more meaningful advice. Keeping aware of the student's progress helps develop better rapport, and is a great aid in encouraging a student to continue through the completion of his curriculum.

6. *Follow Up.* One of the worthwhile tasks that a counselor or faculty member can engage in is a follow-up procedure. Follow up is important in order to determine whether those who have completed the program are successful in their jobs or in the four-year colleges to which they have transferred. It provides feedback to the human services department that will point up aspects of the program that need changing and updating.

7. *Placement Service.* If at all possible, a placement service should be established. It can be within the department itself, or it can be part of the regular placement service of the college.

8. *Child Development Center.* Because it is a complex and expensive project, a college-owned child development center is often not a feasible project. However, if it is at all possible to establish a child development center—through government aid or community cooperation—great dividends will be returned to students, the college, and the community. With partial subsidies from the college, the government, or outside organizations, some child development centers have been able to break even financially.

The assets to the college of such a center are several: it provides the college with a practicum facility for child development programs; it provides mothers attending the college with a reliable and convenient facility for child care while they attend classes; it provides a service to the community, especially where there are disadvantaged children; it may provide work/study employment where these funds are available for students; it allows the child development faculty an opportunity to implement the newest techniques in pre-school programs.

9. *Practicums.* At some point in the planning, it is important to work out practicum arrangements with various cooperating agencies. Procedures should be arranged so that a precise agreement may be entered into with the cooperating agency. Advice should be sought from those colleges that have had such experience so that agreements can be drawn up that avoid some of the pitfalls to which such cooperative programs are often subject.

10. *Learning Resources.* As early as possible in developing the program, it is important to search out and order the best in textbooks, films, and other learning resource aides. The human services field is rich in books and films, but often they are not carried in any great depth in typical community college collections. Therefore, it becomes important to set aside sufficient funds for the purchase of these materials and to begin processing orders long before the first classes have been offered.

VII

FOCUSING ON THE FUTURE*

The career structure in the human services family is likely to undergo considerable change in the next decade. The pressures being placed on agencies to provide improved services, especially to groups such as the aging, pre-school children, and dependent families, are not likely to let up. New social security legislation and proposed federal revenue sharing will undoubtedly result in expanded career opportunities in the human services.

MANPOWER PROJECTIONS

In an unpublished study prepared by John Teeple (National Planning Association) for the U.S. Office of Education, significant dimensions of the manpower picture are identified. For instance, in the decade 1966-1975, it is estimated that as many as 400,000 career openings will be created in social work occupations. It is anticipated that approximately 175,000 of these positions, or an average of 17,500 per year, will represent openings for community college or high school graduates (pp. 13, 18). Estimated growth in social welfare employment by specific fields of practice for the period 1960-1975 is given in *Table 1.* As can be seen by the projections, fields of practice such as recreation, community and group services, child welfare, and medical and psychiatric services, are expected to increase more than 200 per cent in the period being considered. Based on the number of non-Whites in social work occupations in the mid-1960's a minimum of 15 per cent of these social work positions could be expected to represent career opportunities for Negroes, Puerto Ricans, Mexican-Americans, American Indians, and others classified as non-White (pp. 16, 17).

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* This chapter was written by Andrew S. Korim, AAJC.

TABLE I
ESTIMATED GROWTH IN SOCIAL WELFARE EMPLOYMENT, BY FIELD OF PRACTICE, 1960 TO 1975

FIELD OF PRACTICE	EMPLOYMENT (IN 000)		EMPLOYMENT GROWTH	
	1960	PROJECTED 1975[b]	1960-1975 NUMBER (IN 000)	1960-1975 PER CENT
Public Assistance	39.8	112.0	72.2	181
Other Family Services	9.7	18.0	8.3	85
Child Welfare	27.3	95.5	68.2	250
Noninstitutional	12.5			
Institutional	6.3			
Court Services	5.7			
School	2.8			
Rehabilitation Services	2.8	7.0	4.2	150
Medical and Psychiatric	9.7	33.0	23.3	240
Medical	4.0			
Psychiatric	5.7			
Community and Group Services	21.6	71.0	49.4	229
Group Services	11.6			
Community Services	10.0			
New Careers[a]		60.0	60.0	
Other Welfare	9.2	27.5	18.3	199
Services to Adult Offenders	5.7			
Services to Aging	1.2			
Teaching	1.2			
Miscellaneous	1.1			
Recreation	11.9	59.0	47.1	396
Totals	132	483	351	266

a) Not recognized as an occupation in 1960. Twenty-five thousand new career workers were working in 1965; from Riessman, Frank, *New Careers: A Basic Strategy Against Poverty.* A. Philip Randolph Fund, 1967, pp. 6ff.

b) Refers to requirements for achieving social welfare goal by major fields of practice. Sources of Data: Department of Health, Education and Welfare, *Closing the Gap in Social Work Manpower,* 1965, for 1960 data. Projections derived from Lecht, Leonard, *Manpower Requirements for National Objectives in the 1970's,* 1968.

Source: From John Teeple, *Priorities in Vocational-Technical Education and National Goals in the 1970's—Career Openings in Social Welfare,* Unpublished study for U.S. Office of Education, National Planning Association, Washington, D. C., p. 30.

CAREER STRUCTURE

A number of human services occupations listed in the *Dictionary of Occupational Titles* by the U. S. Department of Labor are structured into a five-dimensional career ladder by Teeple. This career structure for human services occupations is based on five functions: administration, community orientation, youth orientation, individual child and family, and medical/psychiatric. *Table II* illustrates this career structure indicating specific possible job titles for the associate degree holder prepared for specific functions. As may be seen by examining the career structure, vertical career mobility is related to educational attainment. Lateral occupational advancement is also possible.

PRIORITIES

The projections of manpower needs for the 1970's suggest expanding opportunities for graduates of community colleges in occupations related to the delivery of human services. Nevertheless, in establishing its priorities, each institution must interpret this data for its significance locally. It would be impractical to think that each community college would undertake programs in the human services.

The following are some of the factors that must be given attention:

1. Each college must establish a mechanism to identify local need for human services career programs and to interpret data on national need for its local significance.

2. Educational programs in the human services at the associate degree level must be relevant to the needs of the student and to the needs of the field.

3. Community colleges must play a leadership role in bringing about a new level of acceptance for the community college graduates as they enter employment in the human services field, seek additional education, and engage in professional activities.

4. Improved cooperation between community colleges and the various levels of education, employers, and professional groups is essential to successful operation of human services programs in community colleges.

5. In this age of accountability, the community college has the burden of tracing the progress of students after they complete the educational program and to make adjustments in the program accordingly.

TABLE II
ILLUSTRATIVE CAREER LADDERS IN SOCIAL WELFARE OCCUPATIONS IN THE 1970's[a]

EDUCATION REQUIREMENT	ADMINISTRATION	COMMUNITY ORIENTATION	YOUTH ORIENTATION	INDIVIDUAL CHILD & FAMILY	MEDICAL/ PSYCHIATRIC
Graduate Degree	Administrator, Welfare (195.118)	Social Group Worker (195.108)	Social Worker, Delinquency Prevention, or Group Worker (195.108)	Casework Supervisor (195.168)	Psychiatric (Medical) Social Worker (195.108)
4-Year College Program	Director, Welfare (195.168)	Community Organization Worker (195.168)	Probation or Parole Officer (195.108)	Caseworker, Child or Family (195.108)	———
Associate Degree	Field Representative, Director (195.118)	Program Aide, Group Work (195.228)	Recreation Leader (195.228)	Casework Assistant (195.108)	Social Work Assistant (195.228)
Secondary Vocational Preparation	Management Aide (195.368)	Neighborhood Worker[b]	Youth Worker Aide (195.228)	Case Aide (195.208)	Home Attendant (354.878)
				Child-Care Attendant (359.878)	Social Work Aide (239.138)

(a) Using current *Dictionary of Occupational Titles* job titles and code numbers.
(b) No current *Dictionary of Occupational Titles* job title or code number.
Source: From John Teeple, *Priorities in Vocational-Technical Education and National Goals in the 1970's—Career Openings in Social Welfare,* Unpublished Study for U.S. Office of Education, National Planning Association, Washington, D. C., p. 24.

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